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ABSTRACT

This document is a complete evaluation of a National Defense Education Act (NDEA) University of Illinois Summer Institute for Advanced Study in Oral Language Programs for Elementary Schools. The institute was designed to help teachers understand and implement fully detailed programs for oral communication instruction in self-contained elementary classrooms. The major strengths of this institute were the high quality of the instructional staff and the practical approach taken toward the subject; major weaknesses were "excessive" time spent in class and lack of small-group teaching opportunities. Overall, however, the participants were found to have significantly improved in their ability to identify, describe, and evaluate specific dimensions of oral language behavior in both laboratory and classroom situations. Many participants, in self-evaluation, cited increased confidence with the instructional technology and use of "programed" learning techniques. Also, the participants were found to be able to prepare their own curriculum materials for use in self-contained classrooms. (CH)

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FINAL TECHNICAL REPORT ON THE INSTITUTE FOR ORAL LANGUAGE PROGRAMS FOR THE ELEMENTARY SCHOOL

AT: UNIVERSITY OF ILLINOIS
URBANA, ILLINOIS

DATES: JUNE 17, 1968 - AUGUST 10, 1968

SUBMITTED BY: ROBERT L. INCE

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I. Introduction

Education, a seven-year-old assures me, is "how kids learn stuff." Few definitions are as satisfying. It includes all that is essential--a who, a what, and a process. It excludes all the people, places, and things which are only sometimes involved in learning. The economy and accuracy of the definition, however, are more useful in locating the problem than solving it. We know little enough about kids, less about learning, and considerably more than we would like to know about stuff.

J. M. Clukin, S. J.--Saturday Review, March 18, 1968

The objectives of the NDEA Institute for which this is an evaluation indicate they owe their inception in part to the nature of the problem implicit in the preceding epigraph. It was the intent of the writer that teachers participating in this program have as their focus the development of an increased understanding of the speech and language behavior of children, and the factors and means which have governance over that behavior. In short, the objectives dictated an emphasis on the processes involved in both the learning and the uses of language.

Although an academic program which focuses on process is not unique, the report which follows will indicate that within an eight-week summer session it is a difficult program to structure and implement effectively. In spite of certain, perhaps inherent, problems in this particular program or in-service training programs generally, the following evaluation does argue, however, for the efficacy of both the in-service concept and an in-service program directed at process.

II. Evaluation

It is the writer's feeling that the evaluation of any educational program should only be undertaken in terms of clearly stated criterion measures. The proposal for this institute program included the statement of certain educational objectives which will therefore be used in preparing the evaluation of the program. Before addressing himself to those objectives, however, the writer should like to share with the reader responses by other staff members of the institute program and by institute participants to the list of suggested items included in the Handbook for NDEA Institute directors. This is done not only because many of the items on that list are germaine to the objectives of this particular institute, but also because responses to items on this list may serve some usefulness to future institute directors. Prior to detailing these responses, two things should be pointed out: (1.) the responses by staff members and by participants are segregated; and (2.) most of the responses reported here are seemingly negative in tone. In reading and sorting through some five hundred odd pages of evaluation by staff members and participants the writer determined that maximum benefit could be gained from responses to certain questions only if they indicated potential or real problems and concrete suggestions for strengthening the institute program. It was further felt that positive responses and encomia of various sorts could best be summarized by the writer. Copies of the form given to both staff members and participants for use as guides in their evaluation of the program are included in the appendicies.

A. Relations with USOE

Appreciation for promptness, courtesy, and efficiency with which the Office handled all dealings with us is the only characterization I can make of our

relations with the Office of Education. Even the small matters which have bothered us in our previous relations with the Office in connection with other institutes were not present for this one. We were particularly impressed by the improved efficiency in negotiating the financial dimension of the contract.

B. Relations with Our Own Administration

Perhaps because of a recent change in the administrative structure of this University, the writer's relations with his administration were much improved this past summer as compared with previous experiences in directing institutes and teacher training programs. What problems arose in the writer's relations with his administration were relatively easily solved. The inevitability of some problems probably provide the primary justification for the bit of extra salary paid to institute directors.

C. Effect of the Directors' Meeting in Washington, D.C.

Assessing the effects of the December meeting in Washington on ourselves and our program is somewhat difficult at this juncture in time. Three things which occurred at that series of meetings did have a direct effect on the author's behavior and likely, therefore, some effect on the institute program. The speech by Commissioner Howe, the debate between Professors Pearl and Fischer, and the small group discussions provided some motivation for the author to do the following things upon his return to the University of Illinois:

1. He began to talk a good deal more to his colleagues about the concept of priorities in education. Most of these conversations were structured around the thesis that universities, especially large universities,

had some responsibility to play the role of social engineer.

2. He began to more and more frequently challenge his colleagues to begin thinking in terms of specific terminal behaviors in children. Without talking about the value of what his colleagues in his own department and other departments were doing he simply tried to get them to describe what was happening to children in an educational setting.
3. Because of certain fortuitive circumstances the writer was also permitted to make some major addresses to gatherings on his own campus and other parts of the state shortly following the December meeting. Perhaps the most direct effect which can be attributed to the meetings took the form of several homilies directed to university teachers and administrators concerning the absence of their interest in elementary school education. Such inditements as were made were directed primarily to the so-called "subject matter" areas.

The net effect of these changes in the author's behavior on the institute program are almost impossible to assess. As a result of them, however, a number of things did happen which likely had some effect on the total program. Greater numbers of university professors visited the program during the summer than had ever done so previously. Agencies on our campus who had not previously been involved with institutes volunteered their services and provided some help to the program. One member of the Board of Trustees, which governs the institution, and one member of the Board of Regents, which controls the state colleges in Illinois visited classes during the summer. Press coverage in both newspaper and television was greatly expanded. Although some of these things can be directly attributed to the author's behaviors

which were in turn a partial product of the December meeting in Washington, D.C., a large share of these things can probably also be attributed to the author's own increasing excitement with this kind of an in-service training program. Nevertheless, the writer would argue that the changed format of this past Directors' Meeting probably produced a greater net effect on him than previous such meetings. He feels strongly that the confrontation between well-known academic people with different points of view, the discussion of these confrontations by small groups of institute directors, and the appearance of the Commissioner of Education should remain a part of these orientation programs. Most of all he feels that the freshness and vitality of the December, 1967, meeting should be maintained.

D. Pre-institute Preparation--Problems and Solutions

1. Staff

To a man all members of the staff agreed that the most valuable part of the pre-institute preparation was the conference held for the staff in April. Staff members felt that without this conference it would have been very difficult indeed to arrive at consensus concerning the objectives and procedures for running the program. Additionally, the director would argue that the pre-institute staff conference enabled him and his clerical staff to prepare a good deal of the material to be used during the summer program. Because of the conference adequate time was available for preparing certain audio-visual materials, scheduling the production of television tapes to be used in the program, and a detailed preparation of a handbook for participants. The delegation of specific responsibility and the scheduling of the program were also made possible

by this program. All of these things might have been done without a pre-institute conference, but having them done at an earlier point in time made it possible to get the institute off to a very smooth start. Especially when a program of this sort relies upon visiting staff members, the writer would argue that such a pre-institute conference should almost be mandatory. Minimally it should be suggested in guidelines for preparations of proposals for future programs that such pre-institute conferences are encouraged.

Since the staff as a whole was in part responsible for the pre-institute preparation of participants, it had little to say about that dimension. In a subsequent section of this report concerned with suggestions for changes in future programs, the staff did make some recommendations about how preparation for institute participants might be modified or altered.

2. Participants

In their evaluation of the pre-institute preparation the participants mentioned with some frequency only four items:

a. Twelve participants indicated that many teachers did not know about this institute or the institute program.

b. Seven participants indicated they would just as soon not receive a course outline for the summer or a bibliography of readings to be required.

c. Five teachers indicated they needed to have information about non-University housing.

d. Three participants indicated a need to know more about the major requirements for the summer.

E. Selection Criteria

Although the staff generally felt the selection criteria employed for this institute were relatively satisfactory, it made several specific suggestions which grew out of certain kinds of problems encountered during the course of the institute this summer. The group achieved consensus on the following recommendations:

1. Applicants should not have participated in a previous institute of a similar nature in any subject area. Both the comments and behavior patterns of participants in our institute with previous institute experience indicated a level of attitude and motivation that was dissonant with the attitude and motivation levels of participants with no previous institute experience. This dissonant orientation may be adequately characterized with the tag "institutesmanship" and may distract sincere participants from their goals.

2. Applicants should have no more than three previous years teaching experience or between 10 and 15 consecutive years of teaching experience. It was argued that the younger group comprised the segment of the profession for which the staff could have some reasonable expectation of significant impact and consequent commitment to action in implementation with reference to the concepts and principles advanced in the institute. The older group by virtue of their long-term commitment to education and their consequent commitment to an action orientation would definitely appear to be a highly motivated group of people and consequently be eager to directly apply new concepts and principles gained in an institute program. Without exception during the past three institutes this writer has directed it has been the teachers in the four to ten year teaching

experience range which have caused the majority of problems during the course of the institute program. Although the specific reasons for this fact are difficult to spot, since it is a fact, there is probably some efficacy in changing selection criteria to account for it. (The author will mention here a fact which was recently obtained in a study done in Illinois. In our state during the 1967-68 school year 39 percent of the teachers in service have less than three years experience and 37 percent had more than ten years experience. For whatever the reasons it appears obvious the decision to make teaching a profession occurs someplace between the third and the tenth year of teaching.)

3. A score on the Rokeach Dogmatism Scale indicative of adequate flexibility and openness should be a requirement for acceptance to the institute. Although the writer is not yet convinced that a score on a specific test should be used as a requirement for admission to this program, the reasons advanced do have some efficacy. While a certain amount of flexibility and openness among participants is necessary in any subject matter area, the requirement of these characteristics appears to be greater when a participant must focus on language and communication. Because of the personal nature of and the intricate bias system surrounding language, it would appear that flexibility by contrast to rigidity makes possible the kind of intellectual self-reflectiveness that is necessary in the study of language and communication. Evidence from the current institute suggests that a score of 150 on the Rokeach Scale might be an acceptable cutoff point for admission. The practicality of administering such a scale would however make its use subject to some additional serious thought.

4. The staff also recommended that an automated system of initial selection should be implemented. The precise nature of such a system was not detailed in any final form although the director received several suggestions about which he would think if he directed another such program.

F. Orientation of Participants

Based upon his previous institute experiences the director organized an orientation program which had two important features:

1. The total institute group was broken down into small groups after their first introductory meeting the first day of the institute;
2. The orientation period was extended from one day to two days. Only two suggestions for improvement of the orientation program emerged from both the staff and the participants:
   a. Efforts should be made to make the orientation even more informal, perhaps including a party during the first two days;
   b. Nametags should be worn by all participants and staff during the full orientation period.

G. Physical Facilities

Both the staff members and the participants had two kinds of complaints about the physical facilities for our program. The first concerned our failure to be able to obtain entirely air-conditioned facilities for the program. Since the summer was rather warm, a good many of the participants and staff members felt that there were times when the instructional aspects of the program quickly reached a point of diminishing returns. Both groups also complained a bit about the fact the classroom facilities were not more centrally located. The director was not and will not on future occasions

be able to totally remedy the problem. Because the regular academic program for this institution is planned much in advance when contracts for the institute are worded, it is impossible to insure that air-conditioned facilities can be obtained. In an effort to provide the richest and most valuable experience for the participants possible it is also absolutely essential that facilities available on the campus be maximally utilized. That being the case, it is also impossible to centrally locate such facilities as a language laboratory or a computer-assisted instruction laboratory in one location.

The participants also complained that there was not enough audio-visual equipment used in the program. This is a criticism which is hard to understand and about which more will be said in another section.

H. Participant Communication with Director and Staff

1. Staff

Although the staff felt that ample time was provided for in student schedules for individual consultation with instructors, the primary criticism from staff was that few people utilized the time for consultation. Six of the thirteen staff members observed that participants seemed to depend too heavily on interpersonal contacts with the director compared with other staff members. Two features of the physical facilities may have been responsible for this. In the first place, the director's office was in close proximity to the classrooms which were used for the institute program, whereas those of other staff members were at least two blocks away. Secondly, at those times when participants could meet with other staff members, most were inclined to utilize the curriculum

materials center which was set up especially for the institute program.

2. Participants

Steps taken to insure that participants and staff had effective channels of communication open included the following.

a. The director had each participant in class at least three hours per week.

b. A weekly luncheon meeting was scheduled primarily for the purpose of making announcements and solving nonacademic problems.

c. Schedules for each participant were arranged so that each had a minimum of two hours a day for purposes of individual consultation with staff members.

d. Both staff and participant directories, which included addresses and telephone numbers, were prepared and distributed to the institute participants on the first class day of the program. In spite of these efforts and the most sincere desire on the writer's part to insure effective student-staff communication, the participants generally regarded this dimension of the program one of the weakest. This is additionally surprising because during the previous two institutes directed by the writer participants felt that staff-participant communication was superior. Specifically, 18 participants complained about the failure of effective communication between themselves and the director or other staff members. The complaints can be roughly grouped into four major categories:

(1) Communication between staff and participants was always on a formal as opposed to an informal basis.

(2) There was no time scheduled during the summer session for gripe sessions or situations in which participants could talk about either academic or personal problems.

(3) Three participants wrote in their evaluation of this dimension of our program that most people including themselves were afraid of the director and hence reluctant to communicate with him.

(4) Five people indicated they felt some kind of distance between themselves and the staff which made it relatively difficult for them to approach a staff member without a specific appointment.

The writer can give only two reasonable explanations for these criticisms concerning the breakdown of communication between the staff and participants. One would perhaps rest in the substantially different nature of this particular institute group from other similar groups with which the writer has had experience. As will be reported later, this particular group of institute participants greatly disfavored the instructional methodology employed by all but one of the staff members on the institute. The participants may well, therefore, have had a great reluctance to initiate communication with staff members however willing the staff members might have been to talk. Additionally, more than 18 of the participants came from the age groups cited above. Most of the other problems which arose during the institute came from the 24 to 32 age bracket. It can be assumed that most of the problems the participants saw in communication also arose in that age group. The second reason that communication problems may have arisen during this summer and not in

previous institutes with which the writer has been connected might well be related to the intensiveness of the program. Following recommendations of the staff of the previous two institutes with which the writer was associated a greater emphasis was placed on substantive content than on teaching skills for the 1968 program. There was a very definite effort on the part of the staff members to give the participants a maximally rich and intensive substantive program in eight weeks. The participants' basic unfamiliarity with the content of the institute program and the additional pressures of an enriched intensive summer may also have been responsible for reluctance on the part of the participants to enter into communication with staff members.

Inferences:

At least initially staff members in an institute program should provide some structure in a learning situation. Greater effort should be made to discover the participants' characteristic modes of behavior in their own classrooms. Subsequently, staff members should rely on those characteristic modes of behavior until after a short orientation program. Secondly, every effort should be made to identify students with real learning difficulties early in the summer session. Once such students have been discovered provisions should be made for some tutorial sessions. Finally, it is not enough to make staff members available to counsel with individual students. The staff should actively seek out if not require every participant to spend a certain amount of time each week in individual consultation with staff members.

I. Unique Features of the Institute

1. Staff

Since the content and methodologies employed and included in this institute program were the primary business of the people on the staff, little from their point of view was really unique. At least three things were included in the program which each of the staff members mentioned as extremely valuable components. The first was the use of the demonstration program with the children. The high value placed upon this demension of an institute program echoes the sentiment by the staff of the writer's previous two institutes. There is genuine consensus that to include children as a part of the institute program measurably increases its strength and vitality. In connection with this demonstration program the staff also felt that the use of the video tape recordings greatly increased the efficiency of the demonstrations. Such edited recordings of long class sessions made it possible to condense a good deal of experience into a short amount of time. Finally, the staff also concurred in the opinion that at least two of the guest lecturers we had for the program were extremely valuable additions. There was particular praise for both Dr. Paden and her video programmed course, voice and articulation, and Dr. Robert Lorenz who gave two lectures on new instructional media.

2. Participants

With the exception of the mention of several individual staff members as being major strengths of the program, the evaluation of the institute by the participants argue that its major strengths were in what the participants viewed as its unique features. Following is a frequency

distribution of items mentioned by the participants as being both unique features of the institute and its major strengths. The tally after each item on the list indicates that an individual participant viewed the item as both a unique feature and a major strength.

a.	The speech improvement course.	23
b.	The creative dramatics segment of the methods course	18
c.	The teaching demonstrations	12
d.	Dr. Paden's video taped course on phonetics and phonics	11
e.	The variety and uniqueness of the audio-visual materials	11
f.	The use of a language laboratory	10
g.	The curriculum materials center	9
h.	The fact that college professors teach elementary school children	9
i.	The introduction to programmed instruction (Most of the participants mentioned in regard to this item their visit and indoctrination to the PLATO system)	7

J. The Use of New Materials

As indicated in the previous section, most of the participants felt that the variety and uniqueness of the materials employed in our institute program were outstanding. A real effort was made by the director and his staff to utilize as many resources and instructional media as possible for the conduct of this institute. It is therefore not surprising that in their evaluation of the program participants felt that the use of new materials was one of the program's real strengths. Both the staff members and the participants suggested that at least three improvements could be made in the manner in which we collected and handled new materials:

1. Attempt to collect and analyze a greater quantity of commercially published materials. Of particular interest to both the staff and the participants were recently published textbook series in the language arts.
2. Attempt to get more of the hardware located in a central location. (It is not likely that this suggestion will be implemented since our University operates in the instructional media area under the aegis of an Office of Instructional Materials. The hardware from this office is located in one place, but it is not the location where classes in any program of this sort would likely be held. It is further implausible to expect any given department on this campus would undertake to duplicate the tremendous resources of the Office of Instructional Materials.)
3. Continue to expand specifically the instructional materials and media for oral language.

K. The Most Significant Thing that Happened to Institute Participants

1. Staff

In their evaluation of the impact of the institute on participants the staff indicated that at least two highly positive results obtained:

a. The participants had their level of language production expanded; e.g., voice, articulation, minimal phonetic transcription ability, sound discrimination, etc.

b. The participants developed a functional, technical vocabulary for describing various dimensions of language and began to examine their own language and communication behavior and the implications of those behavior patterns with reference to their roles as classroom teachers and their confrontation with children in a developmental stage of language proficiency.

c. For some there was evidence of significant change in the direction of increased flexibility and openness along with internalization of key cognitive maps relevant to effective communication.

d. The director would also add to these staff views that an increased level of awareness of communication behavior as an essentially human characteristic increased dramatically throughout the summer.

2. Participants

Most of the participants did not see as their significant experiences during the summer items relevant to the overall objectives or substantive content of the program. Rather they tended to cite specific new pieces of information gained, the development of clear understanding of essential concepts, and the development of specific observable changes in their own behaviors. In rank order, the ten most frequently mentioned significant effects listed by participants were:

a. An increased ability to discriminate among and produce individual phonemes.

b. The making of new friends.

c. The discovery of the extent to which culture and language affect thinking.

d. A heightened awareness and understanding of listening as one of the language arts.

e. The correction of personal speech problems.

f. The development of an ability to describe language problems clearly.

g. The interpersonal relations with the staff.

h. The introduction to new audio-visual materials given by both Mr. Clark and Mr. Lorenz.

i. The visit to the PLATO lab.

j. A change in attitude toward the importanct of oral language in the elementary school.

L. What Will Participants Do Differently as a Result of the Institute Experience?

1. Staff

On the basis of their final evaluation of participants' performance through the summer, the staff indicated five specific changes in behavior which they feel are predictable for the majority of the participants. The staff believes the participants will:

a. Expand or introduce direct instruction in listening.

b. Supress valuative comments in response to differences in dialect.

c. Detach their approach to teaching from cultural restraints.

d. Attach their approach to teaching to a child-centered orientation.

e. Develop more empathy for and work more effectively with a speech clinician.

2. Participants

A rank ordered frequency distribution of the things participants said they will do differently when they return to school next fall follows.

a. Begin to revise the language arts curriculum applying many of the ideas gathered in the institute this summer.

b. Begin to use creative dramatics in the language arts program.

c. Begin to stimulate talk rather than supress it.

d. Teach listening directly.

e. Employ many of the materials to which I was introduced this summer.

f. Begin to use pieces of the A-V equipment which have always been available but about which I have known nothing.

g. Change my basic approach to teaching various language skills. (Of

particular interest here is the fact that 11 of the participants said that they would begin to use certain operant conditioning approaches in teaching speech improvement.)

h. Begin to teach phonetics and sound discrimination.

i. Introduce speech improvement in the second and third grade.

j. Begin to describe carefully and work aciduously on the language problems of the disadvantaged and the bilingual child.

k. Begin to use small group discussion as a basic teaching strategy.

Irrespective of what else the participants may have said in their evaluation of the institute program, from the director's point of view the items that appear on this list serve as one of the most heartening and satisfying kinds of experiences he could have. The total list of things participants indicate they are going to do exceeds by close to 50 percent the number of things participants in the previous NDEA Institute directed by the writer listed. Further, the specificity of language used to describe future actions and the clearness of the directions to be followed by the teachers indicates that the recommendation to include more substantive content in the institute program was likely a very good one.

M. Major Strengths of the Institute

1. Staff

Staff members listed the following items as the major strengths of the institute:

a. The diversity of staff expertise and instructional approaches.

b. The variety and richness of experiences provided for the participants.

c. The TV demonstration program.

d. The opportunity for participants to work on their own speech problems.

e. The introduction to instructional media of various types.

f. The work in creative dramatics.

g. Administrative efficiency and support for staff.

h. Relatively greater emphasis on substantive content vs. teaching methods and techniques.

2. Participants

As indicated above in their evaluation of the porgram, most of the participants felt that the major strengths of the institute were its unique features. Several items listed by participants when asked the question about major strengths were not included above. Other strengths mentioned by participants in their evaluation include the following:

a. The quality of the instruction.

b. The variety of the teaching staff.

c. The practical approach taken to teaching language arts in the elementary school.

d. The quality of the institute group.

e. The size of the staff.

f. The term project assignment.

g. The consultants used.

N. Major Weaknesses of the Institute

1. Staff

In terms of the importance they attach to the solutions of certain problems, the staff listed the following weaknesses about the program:

a. The classroom schedule for participants was still too rigorous.

b. The number of opportunities for informal tutorial seminars with small groups are too few.

c. The number of organized social activities are too few and begin too late in the program.

d. The absence of a full-time materials and media specialist caused the director to spend too much of his energies in this area.

2. Participants

Each of the participants listed at least one major weakness and a few as many as five. The total list ran to 22 individual items. Some of them, however, were highly individual and others were related to certain characteristics of some of the participants. A rank order of the first ten weaknesses cited follows.

a. Too much time spent in class.

b. The absence of air-conditioned facilities.

c. The lack of structure employed in the teaching methodologies of several of the staff members.

d. Breakdowns in communication between staff, director and participants.

e. Failure of the director to provide supervised practice teaching experience for the participants.

f. The small number of lectures by the director.

g. An insufficient amount of planned social activity.

h. The anatomy and physiology course.

i. The difficulty of the textbook material.

j. Too many courses.

O. <u>Major Problems Encountered and an Assessment of the Solutions</u>

1. Staff

From the director's point of view no major problems arose during the course of the institute program. The most trenchant problem, and it may be major, was a product of many factors some of which the writer has not yet been able to identify. It was essentially an unwillingness on the part of participants to engage in verbal confrontation or to submit their ideas to the scrutiny of peers and staff. This problem was recognized by virtually all of the staff members at the end of the second week of classes. As a product of serious effort on the part of the staff to solve this problem, some progress was made toward the end of the summer. The inability of the staff to identify all of the reasons for the problem made it difficult to discover a successful solution for it. Several of the factors which may have been at the root of the problem and about which the director will continue to think carefully would include the following:

a. Participants verbally expressed an empathy toward teaching methods employed by several of the institute staff.

b. Frequent mention by the participants of the fact that most of the staff members have less than five years elementary school teaching experience.

c. The relatively high need for structure by this particular group of participants as evidenced by scores on the Rokeach Dogmatism Scale. (Cf. Appendix D-2)

d. The relatively constant request by the participants for only practical material in class sessions.

2. Participants

Except for some individual problems, which most of the participants felt were solved during the course of the summer, only three problems were listed by

the majority of the participants. And in none of the cases were the problems successfully resolved. The first concerns the total amount of class time and the lack of available time to read and engage in small group discussions. This problem has already been discussed above. The second problem stated by participants is closely related to the first. Most all participants felt that five major courses during an eight weeks' session was too much. Finally, the participants saw as another of the major problems the failure of some of the staff members to communicate effectively with participants. The participants argued that planned social activities which began after the Fourth of July holiday made great gains in helping to correct this problem. As mentioned above, both staff and participants felt that the social activities of the program should begin much sooner as a preventive measure to a breakdown in communication.

P. Institute Objectives

Although most participants felt the objectives stated in the brochure for the institute were not accomplished, the staff, based on data collected from final examinations, agreed that all but one of the objectives were completely met and that the last one was met in a few cases. For the final examination the participants were shown two 35-minute segments of video tape from the teaching demonstration program. The first segment of tape was from one of the earlier sessions with the children and the second was from one of the last sessions with the children. Participants were then asked to talk about differences in the language behavior of the two segments using nine specific dimensions of speech and language behavior. They were then asked to identify at least one specific language problem that appeared in either of the segments and to develop an approach for

solving that problem. It was the evaluation of the staff that at least 75 percent of the participants did extremely well on this examination. They were able to use a relatively precise technical language to describe language behavior in such a manner that their conclusions could be tested by others. In addition to the final examination pre- and post-institute recording sessions and frequent testing sessions conducted throughout the institute indicated that the majority of the institute participants improved in their abilities to discriminate among sounds and to produce sounds. Additionally other forms of paper and pencil testing conducted throughout the summer indicate a steady increase in both knowledge and understanding of certain dimensions of language behavior.

Evaluation of the term project, which constituted the major participant effort for the summer, indicated that in all but one case the participants were able to assimulate the major components of the program and to translate the theory and substance of course work into practical, useful methodology.

The one objective of the institute which was not fully met, as was also true in the last institute directed by the writer, was that connected with preparing these participants to serve as consultants to peers in their home towns in the area of oral language. Of the 46 participants in this institute, the staff felt that only 11 were adequately prepared to serve in such a capacity. Although the staff felt a large majority of the group would serve as useful models to fellow teachers, they also felt a similar number deficient enough in basic skill development and understanding of significant concepts that it would be some time before they themselves reached a level of performance and understanding that would equip them to be instructors to fellow teachers.

Q. Grade Levels Included

The director and staff felt the span of grade levels included in this institute were satisfactory and manageable. The participants, however, felt that the institute should also have included first and second grade teachers. The reason given by the participants for this was that the work in phonetics, speech improvement and phonics would be extremely valuable to first and second grade teachers as they begin to teach reading.

R. Beginning and Ending Dates and Number of Weeks

Neither of the staff nor the participants registered any complaints about the beginning and ending dates for the institute program. Two people from the far western part of the United States indicated that the beginning date was a little bit early, but did not object to it. The staff felt that the eight-week length of the program was absolutely necessary in terms of the rigor of the program. Most of the participants, however, felt that the maximum length of the program should be six or seven weeks. Fourteen participants suggested that if subsequent programs were to run eight weeks, the first full week be given over to reading assignments and orientation.

S. Number of Participants

Because of the intensity and rigorous program both staff and participants felt that 50 be an absolute maximum number of participants. Both also argued that 40 should be optimal. When responding to this question on the evaluation form, the participants also argued that the greater the geographical representation among participants, the better would the program likely be.

T. Distribution of Time

As mentioned earlier, one of the weaknesses of the institute program as seen by

both staff and participants was the relative scarcity of free time. Although the present institute represented a total reduction of 14 class hours over the previous institute directed by this writer, both the staff and participants agree that it should be reduced even more. The staff argue that the maximum number of class hours to be spent in a given week should not exceed 20. This suggestion refers to formal classroom hours and not total contact hours by instructors.

U. Emphasis on Substantive Content vs. Teaching Skill

The staff felt strongly that the emphasis on substantive content ought to be maintained in subsequent institutes. They further argued that a separation between content and method is a fruitless approach to teacher training. They further argued that since there was still a need to reduce the total amount of classroom hours for the participants that the six hours a week spent in a methods class be the segment of the program to go. It was argued that the material covered in that course could well be integrated into other components of the program.

As indicated earlier, many of the participants felt that the program lacked a certain amount of practical how-to-do-it kinds of material. On the other hand, it was also demonstrated on the final examination that the participants in fact were able to assimulate the substantive dimensions of the program into useful, usable kinds of material. In their response to the question concerning the relative emphasis on substantive content vs. teaching skills the participants split about 60-40 in favor of maintaining or increasing the amount of emphasis on substance. A fair share of that 60 percent also felt that much of the methodology should be worked into the major substantive courses.

V. Staff

All views and dimensions of the staff for this institute program are being made in this section. Following is a brief chart about which some inferences will be made and from which the support for subsequent statements comes. The numbers under the plus and minus columns in the chart were taken from the evaluation reports written by each of the participants as a part of the final examination and represent the specific mention of a particular staff member. An analysis of the mention of each staff member's name was made with respect to the individual adjectives and adjective phrases associated with it. The words and phrases were characterized as either positive or negative by using the semantic differential from Osgood.*

Name	Plus	Minus
Adler	2	0
Bankson	18	0
Beasley	3	1
Clark	13	1
Fillman	2	0
Frandsen	2	2
Ince	3	5
Lorenz	4	0
Meyerson	1	2
Nasca	0	1
Paden	15	0
Tymchyshyn	14	1
Wallace	0	1
Clerical Staff	6	0
	83	14

*Osgood, C. E., G. J. Suci, and P. H. Tannenbaum. The Measurement of Meaning. Urbana, Illinois: University of Illinois Press, 1957.

Data to support the notion that the full-time or part-time status of a staff member or his status as a regular faculty member of this institution appears not to affect a participant's response to him is clearly evidenced in the chart. Mr. Bankson was a full-time member of the staff but also a visiting professor. Mr. Clark worked with the institute participants for only about two weeks and Dr. Paden for approximately four weeks. The former was a visiting person, the latter a regular member of the staff. In spite of some problems in communication between the staff and participants, it is still evidenced that on the whole the response of the participants of the staff was a positive one. In commenting upon the ratio of staff to participants the participants indicated that had the ratio not been what it was, they would have seriously lacked the supportive help they needed to sustain themselves through the intensive program.

III. Conclusion

The writer frequently exhorts his undergraduates to constantly be aware of the manner in which language creates and modifies reality. Given that characteristic habit he approaches the conclusion of this report with some trepidation. To mollify that circumstance two items ought to be clear to the reader:

1. Although most of the data in the preceding report represent the collective evaluation by the staff and participants, the concluding remarks are the writer's alone.
2. The writer is, nevertheless, willing to commit himself to and support each of the conclusions drawn.

In terms of the objectives for the institute program, the following conclusions seem warranted:

A. Based upon data obtained from pre- and post-institute testing programs, participants demonstrated significant improvement in their ability to identify, describe and evaluate nine specific dimensions of oral language behavior. This ability was tested in both laboratory and field situations.

B. Three-quarters of this particular group prepared curriculum materials for future use which gave clear evidence that assimilation of the various components of the program had taken place. Of particular significance to the writer is the fact at least half of these materials were structured for use in the self-contained classroom, and managed to approach direct instruction in language without reducing total time spent in other subject areas. A clear understanding of the

integrative and adaptive functions of language was therefore realized by at least one-half of the group.

C. From data collected during participants' evaluation of the program and during direct observations by the staff, it may be concluded participants learned about and how to use many materials and methods previously unknown to them. Three items were of particular significance to the writer: (1) many verbal statements by the participants indicating changed or newly developed attitudes toward instructional technology (i.e., "hardware"); (2) significant numbers of curriculum materials employing the use of programming techniques; (3) statements by participants and observations by the staff indicating participants' willingness to explore and test new teaching strategies in the classroom.

Additional statements related to the immediate and long-term effects of this program would include the following:

A. As a direct product of this institute program and the observations made of it by independent sources, the writer has agreed to perform for the Office of Public Instruction in Illinois the following services:

1. Prepare a curriculum guide in oral language for the elementary school to be distributed to every elementary school teacher in the state.
2. Conduct a series of county workshops devoted to the appropriate use of such a guide.
3. Design and begin to conduct a comprehensive study of the effects of the guide and workshops.

B. Because of the publicity about and the observations of the institute

program, the writer has been asked by three of the state's large school systems to conduct intensive, 50-hour, in-service workshops in oral language for every teacher in those systems. The first of these will begin October 19, 1968.

C. The new directions taken in the design and execution of this program resulted in the production of materials which will in the near future be distributed by three national professional associations. Others will be used in this institution's undergraduate programs and in the state workshops referred to above. A list of the most significant materials prepared for the program include:

1. A 12-hour video-taped program of teaching demonstrations and a manual for its use.
2. A 32-hour video-taped course in speech improvement.
3. A 10-hour audio-taped programmed course in listening for elementary school children and a manual for its use.
4. A programmed workbook on the basic terminology and concepts of communication.
5. A 9-hour, audio-taped program covering the sounds most frequently misarticulated by children whose first language is Spanish.

Finally, the writer is willing to conclude the concept of in-service training for teachers is one of the best things that has happened to American education in recent years. Faced with the increasing need for teachers and the knowledge and information explosion it is difficult to see either how enough teachers can be trained or how it will be possible for those trained to keep abreast without a continuation of in-service programs. It is further argued that perhaps the most significant, positive effect of the in-service program is to cause the college professor, the classroom teacher, and the child to engage in a functional, co-operative enterprise.

IV. Appendices

A-1 Institute Brochure

An NDEA Institute for Advanced Study in

ORAL LANGUAGE PROGRAMS
FOR THE ELEMENTARY SCHOOL

for Elementary Teachers in Grades 3-6

conducted by

THE DEPARTMENT OF SPEECH
UNIVERSITY OF ILLINOIS

under a grant from the U. S. Office of Education

The University of Illinois is in compliance with Title VI of the Civil Rights Act of 1964 and does not discriminate on the basis of race, color or national origin.

32 a

The University of Illinois announces an Institute in Oral Language Programs for the Elementary School designed for elementary teachers in grades 3-6 who hold a baccalaureate degree. Participant Preparation Code (E-2). This Institute is a part of the program for advanced study provided for through Title XI of the National Defense Education Act, as amended in October, 1964, and implemented through a cosponsorship arrangement with the University.

DATES

The Institute will run for eight weeks from June 18 through August 10, 1968.

OBJECTIVES

The program of the Institute has been designed to provide intensive postgraduate work in several areas concerned with the oral language development of elementary school children. The three primary objectives of the Institute are to:

1. Develop competency in the techniques of evaluating the oral language development of elementary school children.
2. Guide the preparation of materials which can be used to teach oral language in the self-contained classroom.
3. Provide supervised experience in teaching oral language which employs a variety of techniques and new materials.

PROGRAM

In order to realize the objectives outlined above, a program of five courses has been planned.

The Anatomical, Physiological, and Psychological Bases of Speech and Hearing will focus on the measurable characteristics of the normal speech and hearing mechanisms. It will be the most theoretical course in the program.

Speech Improvement will have the dual goals of improving the teacher's speech and providing the techniques and insights necessary to improve the speech habits of elementary children.

Teaching Oral Language in the Elementary School will focus on pedagogy and its relation to learning theory. The course will be taught by a variety of specialists who will be responsible for applying theory to the classroom setting. One of the important goals of the course will be to familiarize the participants with the wide variety of new materials which may be used to teach oral language in the elementary school.

Seminar in Oral Language Programs will be concerned primarily with the preparation of curricular materials which can be used in the participants' own schools. The informal setting of the seminar will also provide an opportunity for discussions with the staff and guest lecturers on a variety of problems suggested by the formal program of the Institute.

In addition to the courses, opportunity will be provided for observing a series of teaching demonstrations and for conducting trial lessons with elementary children.

The schedule will be from 8:00 a.m. to 12:00 noon Monday through Friday, with the seminar and teaching demonstrations two afternoons a week from 2:00 to 5:00 p.m. Except for two Saturdays on which field trips are planned, week ends will be free for study and/or informal activities.

STAFF OF THE INSTITUTE

Dr. Robert Ince, Assistant Professor of Speech, University of Illinois, *Director*.

Dr. Francis Nasca, Assistant Professor of Speech, University of Illinois, *Assistant Director and Instructor in the Anatomy and Physiology of Speech*.

Mr. Robert Clark, Jr., Director of Audio-Visual Aids, Upper Moreland Township Schools, Willow Grove, Pennsylvania, *Director of the Teaching Demonstration Program*.

Dr. Kenneth Frandsen, Research Fellow and Assistant Professor of Speech, University of Wisconsin-Milwaukee, *Instructor in the Psychology of Speech and Speech Pedagogy*.

Mr. Roman Tymchyshyn, Instructor in Theatre and Director of *Children's Theatre*, University of Illinois, *Instructor in Speech Pedagogy*.

Mr. Nick Bankson, Director of the Bureau of Speech Services for the State of Kansas, *Instructor in Speech Improvement*.

VISITING LECTURERS AND ASSISTANTS

MRS. MARION MEYERSON, Clinic Supervisor, University of Illinois.

DR. ELAINE PADEN, Assistant Professor of Speech, University of Illinois.

DR. KARL WALLACE, Head, Department of Speech, University of Illinois.

PARTICIPANT ELIGIBILITY

The Institute is limited to 46 elementary school teachers in grades 3-6. A teacher meeting the following conditions is eligible to apply for the Institute:

1. Be a regular full-time teacher in grades 3-6.
2. Have evidence of contract for the 1968-69 school year.
3. Have a baccalaureate degree from an accredited institution.
4. Have a cumulative grade-point average of 3.5 (on a five-point scale) for the last sixty semester hours of work for the bachelor's degree.
5. Have a total of sixteen semester hours in those subjects normally called language arts subjects.
6. Have a total of three years' teaching experience in the elementary school.

SELECTION

Final selection of participants will be made by a committee composed of the Institute Director, Assistant Director, and one member of the staff.

From the applicants who meet the basic eligibility requirements, participants will be chosen using the following criteria:

1. The applicants' ability to convince the selection committee of their interest in teaching.
2. The evaluation of the applicants' ability to benefit from the program of the Institute, contained in the supporting letters submitted by their superiors, former teachers, and colleagues.
3. Evidence that the applicants' administrators will support the efforts of participants to improve the curriculum in a manner consistent with local goals and policies.

ACADEMIC CREDIT

The Institute will offer two units (eight semester hours) of post-graduate credit. In order to qualify for the credit, *accepted applicants* will be given the option of applying to the Graduate College for admission as either "degree" or "non-degree" candidates. Forms for applying to the Graduate College as students with either status will be sent to successful applicants between April 7 and 14, 1968.

HOUSING AND MEALS

Housing and meals for Institute participants and dependents over 12 years of age will be available in University residence halls. The rates for the eight week session are as follows:

	Room Only	20 Meals per Week	15 Meals per Week
Single Room	$117.00	$240.00	$215.00
Double Room	97.00	220.00	195.00
Triple Room	87.00	210.00	185.00

The rates include bed linens and blankets.

Institute participants who wish to bring children under twelve years of age will have to live in non-University housing. At the time successful applicants are notified additional information about family housing will be sent. Although such housing is readily obtainable, it is relatively expensive. Average monthly rental for furnished, one bedroom apartments is $95.00, for two bedrooms, $125, for three bedrooms $150. Two and one-half month leases are usually required.

FACILITIES

One section of the University Library will be used for a collection of materials suitable for use by participants in this Institute. In addition, arrangements have been made with the National Council of Teachers of English to make its professional library and lounges available to the participants. Use will be made of two closed-circuit television installations for the purposes of observation and teaching demonstrations. Classrooms and laboratories are air conditioned.

STIPEND

Under provisions of Title XI of the National Defense Education Act, participants may, upon application, receive a stipend of $75.00 per week, plus $15.00 per week for each dependent. The stipend need not be reported on federal income tax in most cases. Additional tax information will be given to those applicants receiving the stipend. Arrangements will be made to pay the total stipend in three payments: one at the beginning of the session, one at the end of the fourth week, and one at the conclusion of the program.

APPLICATIONS

1. Applications must be *postmarked* no later than March 17, 1968.
2. Accepted applicants and alternates will be notified between April 5 and April 12, 1968.
3. Letter of acceptance from the applicants and alternates are to be *postmarked* no later than April 21, 1968.
4. For further information and application blanks, write to the Director of the Institute:

Dr. Robert Ince, *Director*
NDEA Institute in English
136 Lincoln Hall
University of Illinois
Urbana, Illinois 61801

32c

REQUEST FOR APPLICATION FORMS

For an NDEA Institute for Advanced Study at the University of Illinois, Urbana, Illinois, a summer institute for 46 elementary school teachers (grades 3-6) lasting eight weeks, from June 18 to August 10, 1968.

Supported by the United States Office of Education under the National Defense Education Act, amended October, 1964.

Directions: If you wish to apply for participation in the Institute, fill out this blank and send it to Dr. Robert Ince, Director, NDEA Institute for Advanced Study, 136 Lincoln Hall, University of Illinois, Urbana, Illinois 61801; or write a letter to Dr. Ince giving the information required on this form. *This request form is not an application.* The official application forms will be sent only upon request. If you are to be considered for participation in the Institute, you must complete the official application and have all the completed papers in the director's hands on or before March 17, 1968.

Name: Mr. / Mrs. / Miss _____
(Last) (Middle) (First)

Your position and the school where you teach _____

Home address _____
(Number) (Street)

_____
(City) (State) (Zip Code)

A-2 News release

FROM PUBLIC INFORMATION OFFICE
University of Illinois at Urbana-Champaign

Immediate Release
Mailed 1/25/68

URBANA, Ill.--University of Illinois department of speech at Urbana will conduct an oral language programs institute for 40 elementary school teachers, in grades 3-6, June 18-Aug. 10, supported by a U.S. Office of Education grant.

Prof. Robert Ince, institute director, said that the primary objectives of the intensive institute program are: to develop competency in the techniques of evaluating oral language development of elementary school children; to guide the preparation of materials which can be used to teach oral language in the self-contained classroom; and to provide supervised experience in teaching oral language.

Courses will cover: the anatomical, physiological and psychological bases of speech and hearing; speech improvement; and teaching oral language in the elementary school. A seminar in oral language programs will be concerned primarily with the preparation of curricular materials.

Opportunity also will be provided for observing a series of teaching demonstrations and for conducting trial lessons with elementary children.

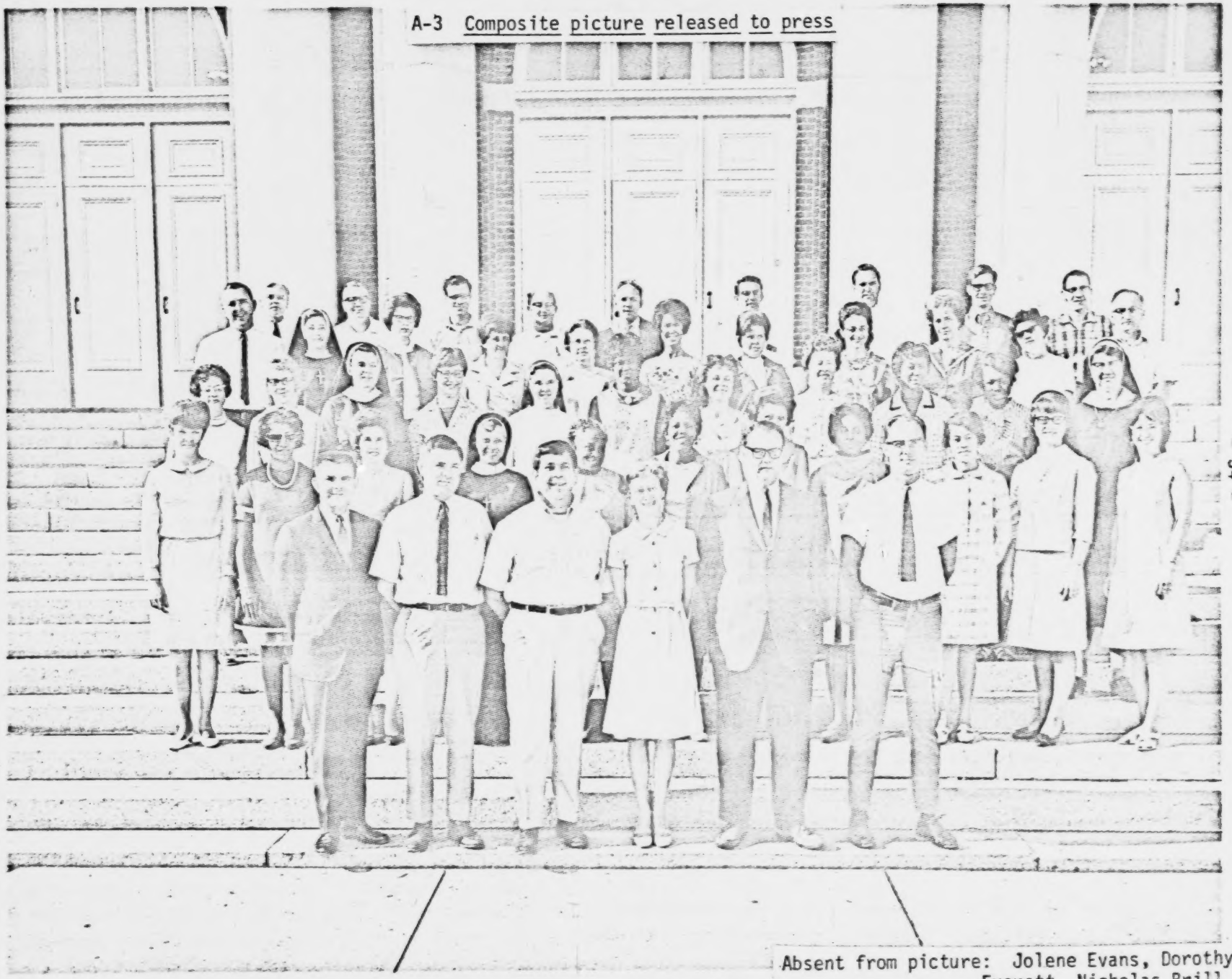
Participants will receive a weekly stipend of $75, plus $15 per week for each dependent and a waiver of tuition fees.

Applications must be postmarked no later than March 17. Further information and application blanks may be obtained by contacting Ince, 136 Lincoln Hall, University of Illinois, Urbana 61801.

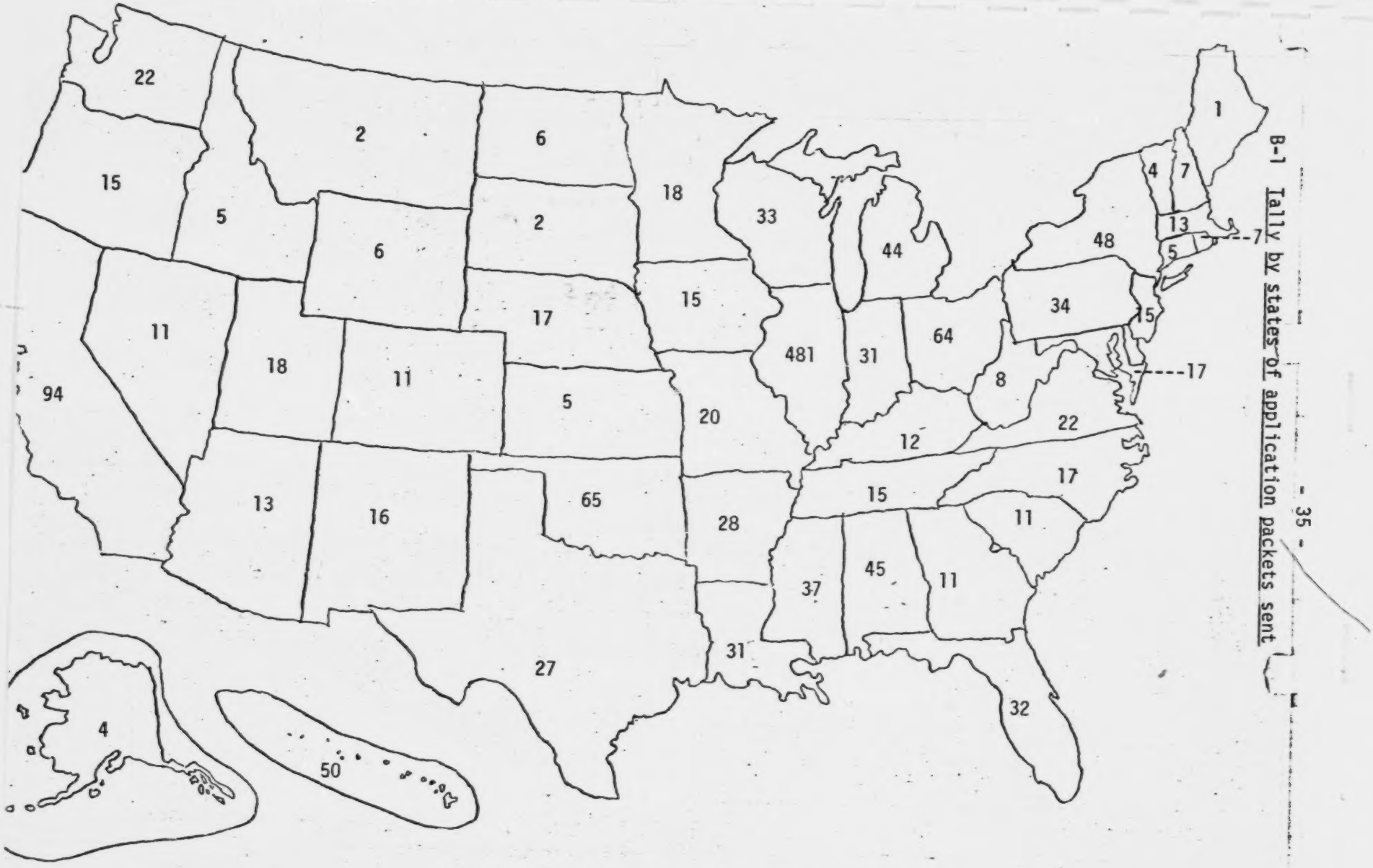
-mrg-

64/jw

A-3 Composite picture released to press



Absent from picture: Jolene Evans, Dorothy Everett, Nicholas Brill



Tally by states of application packets sent

(Includes telephone requests for packets)

B-2 Tally by states of applicant folders begun

B-3 Cover letter to applicants

Dear Applicant:

Thank you for your interest in the NDEA Institute being held on our campus from June 18 to August 10, 1968. Enclosed you will find all the materials necessary to complete a formal application for the program.

In an effort to make the application process as accurate and painless as possible, I will take the liberty of making two suggestions:

1. Read all the enclosed material carefully before preparing your application. Pay particular attention to all instructions, requirements for admission, the description of the program, and date deadlines.

2. For item #18 on Form OE 4401 (Application for Admission) simply put "classroom teacher" unless you are responsible for some kind of specialized instruction.

Additionally, we would like to have you send us on a single sheet of white paper two other pieces of information:

1. A list of those courses you have had in composition, literature, grammar, the teaching of reading, speech, and drama.

2. The titles and authors of all elementary language arts textbooks used in your school system whether or not you personally use them.

Your completed application should contain all of the following items:

1. Form OE 4401 (Application for Admission).

2. Form OE 4402 (Applicant Record Card).

3. Form OE 4403 (Confidential Evaluation Form) to be completed by principal or supervisor.

4. Confidential Evaluation Form to be filled out by a former teacher or colleague. (Confidential statements are to be returned in the self-addressed, stamped envelopes.

5. One copy of transcript of all college work.

6. List of courses in composition, literature, grammar, the teaching of reading, speech and drama.

7. List of titles and authors of all language arts textbooks used in school.

Send the completed application with all of the above items included to:

Robert Ince, Director
NDEA Institute for Advanced Study
136 Lincoln Hall
University of Illinois
Urbana, Illinois 61801

You are reminded that successful applicants must pay for transportation to and from Urbana, and for books and supplies.

Thank you again for your interest, and I wish you good fortune on your application.

Sincerely,

Robert L. Ince, Director
NDEA Institute for Advanced Study

RLI:sdj

Encl: 5

B-4 Local confidential evaluation form

CONFIDENTIAL EVALUATION FORM
for an
NDEA Institute for Advanced Study in English
to be conducted at the
University of Illinois
in the
Summer of 1968

This recommendation should be completed by a former teacher or colleague of the applicant named who is in a position to evaluate the applicant's ability to benefit from a program of additional study in English for elementary school teachers.

NAME OF APPLICANT:

_____

(This recommendation should be returned directly to the Institute Director in the attached self-addressed, stamped envelope.)

_____ _____

Signature and Title of Evaluator Date

B-5 Flow chart for materials received

Form OE 4401 _____

Form OE 4402 _____

Form OE 4403 _____

Confidential Evaluation Form _____
(Departmental Form)

Transcript _____

List of courses _____

List of textbooks _____

Form OE 4401 _____

Form OE 4402 _____

Form OE 4403 _____

Confidential Evaluation Form _____
(Departmental Form)

Transcript _____

List of courses _____

List of textbooks _____

Form OE 4401 _____

Form OE 4402 _____

Form OE 4403 _____

Confidential Evaluation Form _____
(Departmental Form)

Transcript _____

List of courses _____

List of textbooks _____

B-6 Evaluation sheets

EVALUATION SHEET FOR APPLICANTS

Name

Grade Level

Grade Point

Statement of Selection Criteria from the Institute Brochure

Final selection of participants will be made by a committee composed of the Institute Director, Assistant Director, and one member of the staff. From the applicants who meet the basic eligibility requirements, participants will be chosen using the following criteria:

1. The applicants' ability to convince the selection committee of their interest in teaching.
2. The evaluation of the applicants' ability to benefit from the program of the Institute, contained in the supporting letters submitted by their superiors, former teachers, and colleagues.
3. Evidence that the applicants' administrators will support the efforts of participants to improve the curriculum in a manner consistent with local goals and policies.

COMMENTS

Evaluator:	Evaluator:	Evaluator:
Circle one:	Circle one:	Circle one:
Accept	Accept	Accept
Alternate	Alternate	Alternate
Reject	Reject	Reject

B-7 Postcard to late applicants

Dear Applicant:

Your letter requesting application materials for our NDEA Institute in Oral Language Programs was received after the March 17 deadline. We regret that we are not able to accommodate you, but suggest that you apply again earlier next year.

Sincerely,

Robert L. Ince
Director, NDEA Institute
in Oral Language

B-8 Rejection letter

Dear

Although this letter will disappoint you, I hope you do not find it as grevious as one might the rejection of a marriage proposal or a job application. In searching for a way to make this unpleasant task somewhat easier, I choose to use a bit of literature. The line from Browning's "Rabbi Ben Ezra"--"What I aspired to be, and was not, comforts me"--has a good deal of meaning for applicants to an NDEA Institute. You can take comfort in the fact there were great numbers of qualified persons applying for our program and that the selection of only 46 from among them was extremely difficult. You may also take comfort in the knowledge our failure to select you was determined in part by the significantly greater need of the few chosen. If such programs as ours are to have optimum effect, they should do some to help those with minimal backgrounds in the area of the institute. Finally, you should be somewhat consoled by the knowledge Advanced Training Institutes will probably continue for some time. The Congressional hearings on the Title XI program produced enough evidence of effectiveness that substantial increases in short term institutes were authorized in the new Education Professions Development Act.

I want to express sincere appreciation for your interest in our program and I want to encourage you to apply again next summer.

Sincerely,

Robert L. Ince
Director, NDEA Institute in
Oral Language Programs in the
Elementary School

RLI:lkr

C-1 Acceptance letter

Dear

It gives me great pleasure to inform you that you have been selected as a participant for the NDEA Institute in Oral Language Programs in the Elementary School. Given the large number of applicants for the program you should view this selection as an honor.

If you plan to accept appointment as a participant in this institute, the following four items must arrive in an envelope postmarked no later than April 21, 1968 and be received no later than April 24:

1. The enclosed acceptance form
2. The enclosed blue Oath or Affirmation form, completed and duly notarized
3. The enclosed Application for Stipend form
4. Evidence of contract as a teacher for the 1966-67 school year. (A letter from your principal or superintendent will suffice.)

Unless the above instructions are followed precisely, your name will be dropped on the morning of May 2 and a replacement will be made from the waiting list of alternate candidates.

On the same day I receive the above materials, you will be sent a Handbook for Institute Participants which will explain all you need to know to prepare for the program.

Sincerely,

Robert L. Ince
Director, NDEA Institute in
Oral Language Programs in the
Elementary School

RLI:lkr
Encl.-3

C-2 Acceptance form

TO: Dr. Robert Ince, Director
NDEA Institute in Oral Language
136 Lincoln Hall
University of Illinois
Urbana, Illinois 61801

FROM:

Name _____

Social Security No. _____

☐ I accept appointment as a participant in the NDEA Institute in Oral Language

☐ I plan to seek graduate credit for the institute program

☐ I do not plan to seek graduate credit for the institute program

☐ I do not accept appointment as a participant in the NDEA Institute in Oral Language

Comments:

Home Phone _____

School Phone _____

Date: _____ Signed: _____

C-3 Alternate letter

Dear

You are to be congratulated for having been chosen as an alternate for the NDEA Institute in Oral Language Programs Even though you may not find ultimate satisfaction in only being selected an alternate, given the large number of applicants to the program you may view your selection to alternate status as a measure of recognition.

Will you please let me know if you will accept an appointment to alternate status? I am enclosing a form upon which you may give your response and a franked envelope addressed to me which you may use to return it. Your response must be postmarked no later than April 21. In the event a person chosen as a participant declines to come, we will probably telephone individuals with alternate status. Be sure, therefore, to list your home and school phone numbers on the acceptance form.

I deeply regret we could not accommodate more than 46 participants for the Institute. Since you have excellent credentials, I encourage you to apply again next summer.

Sincerely,

Robert L. Ince
Director, NDEA Institute in
Oral Language Programs for the
Elementary School

RLI:lr
Encl.-1

C-4 Alternate form

TO: Dr. Robert Ince
NDEA Institute in Oral Language
136 Lincoln Hall
University of Illinois
Urbana, Illinois 61801

FROM:

From: _____

☐ I accept the appointment as an alternate candidate in the NDEA Institute in Oral Language Programs in the Elementary School.

☐ I do not accept the appointment as an alternate candidate.

Comments:

Home Phone: _____

School Phone: _____

Date: _____ Signed: _____

C-5 Participant communique #1

April 26, 1968

Dear Participant:

Those of us on the staff are pleased you have accepted the invitation to become a participant in our NDEA Institute in Oral Language Programs for the Elementary School. We look forward to meeting you in June, and we sincerely hope you will find your summer a profitable one.

Included in this handbook you should find most of the information you need to prepare for the program. If after reading the material you have any questions please write or call us. We are particularly eager to see that mundane matters do not occupy your mind or use your energy during the summer. Anything we can do ahead of time to make your life easier we will be happy to do. Just let us know. The first page of the Handbook lists a number of things we would like to have you do before you arrive in June.

As the spring semester draws to a close our preparations for the summer's activities increase. We trust that none of you will have major problems in your relations with us. If you do, I would invite you to write or call. There are a few items of information not mentioned previously which may help you prepare for your trip to Champaign-Urbana. First, we would suggest that each of you bring some casual clothes. Most of you come from climes which are not too different from the Champaign-Urbana area. Our summers are generally quite warm and humid and we will therefore encourage you to dress quite casually. Most of the classrooms you will be using are air-conditioned, but since some are not we would like to have you be as comfortable as possible. Women are especially cautioned not to wear sheaths of any kind.

Since the major project for the summer will be the preparation of curriculum materials, it might be desirable and very helpful for you to bring with you any materials your school has prepared as student or teaching guides in all phases of the language arts. One of the major purposes of this institute is to equip you to teach oral language without increasing the amount of preparation time you now spend. A careful integration of training with other components of your elementary curriculum would seem to serve that goal. In short, bring with you any printed or mimeographed materials with which you work.

In response to several inquiries about day camps and recreation programs for children, I have been in touch with the public and private groups in the community that provide such services. There are only two private groups which operate day camps for children

between the ages of 8 and 13. Both of them are relatively expensive propositions, but upon your arrival I will give you information concerning them. I will wait until then because in both cases the parents must appear in person to make arrangments or to enroll children. Both the Champaign and Urbana Park Boards operate summer recreation programs. I will suggest that these programs will be the most suitable for your children. The schedules for both programs will not be available until mid-June. Again, we can arrange to enroll your children on Monday, the 17th of June, during our orientation program. Please remember that unless your children are at least 13 you may not house them in University facilities. This means you will have to find private housing and should arrive in town by June 14 to look for it.

Enclosed you will find a schedule of classes for the summer. Because we have tried to find as many air-conditioned rooms as possible, some of the room assignments will change, but the daily schedule will remain about the same.

As the time for your departure draws close, you may think of additional questions. Feel free to write or call any time.

Sincerely,

Robert L. Ince
Director, NDEA Institute in
Oral Language Programs for
the Elementary School

RLI:lkr

Enclosures

Items to be sent to Professor Ince before May 15:

Date sent

_____ 1. In order that we might perform our best service for you this summer, the staff has asked that some additional information be obtained. Will you please, therefore, complete the attached questionnaire and return it as soon as possible?

_____ 2. As a further aid to helping the staff begin to associate names and faces, would you please send us a picture of yourself. The picture should be relatively recent and should show your face clearly.

_____ 3. Unless we receive the attached graduate school application completed and signed by you before May 15, you will not be able to receive academic credit for the program. Complete Pages 3 and 4.

_____ 4. A check or money order for $20.00. The terms of the grant supporting this institute provide that participants must pay for books, supplies and certain laboratory fees. It is for these purposes your money will be used.

QUESTIONNAIRE

1. My professional goal(s) (number in preferential order)

   a.___ Classroom teacher
   b.___ Language Arts area coordinator
   c.___ Elementary supervisor
   d.___ Elementary principal
   e.___ Superintendent of Schools
   f.___ Other: _____

2. Problems of children in my school language arts program. (Check all that apply)

   a. Children receive high____, medium____, low____, stimulation from their environment.

		Approx. % having:
b.___	Physiological	
	(1) Speech defects	_____
	(2) Hearing defects	_____
	(3) Ambulation defects	_____
	(4) Visual defects	_____
c.___	Psychological	
	(1) Emotional problems	_____
	(2) Intellectual problems	_____
d.___	Language	
	(1) Dialect problems	_____
	(2) Bilingualism problems	_____
	(3) Colloquialism	_____
e.___	Economic	
	(1) High	_____) Approx. % of children
	(2) Low	_____) in each group
	(3) Medium	_____)

   f. What percent of your students would you classify as being disadvantaged? _____

3. Problem areas you have in working with children (Check all which apply)

   a.___ Background difference
   b.___ Cultural background
   c. Materials

		Approx. % use
___	(1) Too few	
___	(2) Too outdated	
___	(3) Types you use	
	___ (a) Audio	_____
	___ (b) Visual	_____
	___ (c) Graphic	_____

4. Do you use a curriculum guide?
   a.___ State Office of Education prepared
   b.___ School system prepared
   c.___ School prepared
   d.___ Personally prepared

5. Describe your language arts program
   a.___ I follow a textbook series
   b.___ I follow a textbook series with supplemental activities
   c.___ I follow a textbook series and employ specialists
   d.___ Other: _____

6. Have you used: (check all which apply)
   a.___ Creative Dramatics
   b.___ Puppets
   c.___ Choral Reading
   d.___ Assembly programs

7. Describe briefly strength and weaknesses of your program.

8. Do you use a linguistic approach in the language arts program?
   _____ (Check all below which apply)
   ___ Structural Linguistics
   ___ Transformational grammar
   ___ Initial teaching alphabet
   ___ Generative grammar

9. Briefly list your expectations for the Institute

   1.

   2.

   3.

   4.

   5.

NAME: _____

C-6 Institute Handbook

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HANDBOOK FOR PARTICIPANTS OF THE NDEA INSTITUTE IN ORAL LANGUAGE PROGRAMS FOR THE ELEMENTARY SCHOOL

****

Dr. Robert L. Ince, Director
June 17 - August 10, 1968

FINANCIAL INFORMATION

Stipends and dependency allowances will be paid to each participant by the Director in three equal installments. Payments will be made on June 18, July 16, and August 12, 1968. If a participant drops out before the end of the institute he may be paid up to the end of the last week of his attendance at the institute. Any excess payment which may have been made in such a case must be returned by the participant to the institution. One common misconception about the dependency allowance is that dependents must accompany participants to the institute in order to qualify for the allowance. They do not. You are entitled to support for any dependents who meet the legal requirements whether or not they accompany you.

For Federal income tax purposes, summer institute subventions from funds provided by the U.S. Office of Education (including stipends and dependency allowance) are considered by the Internal Revenue Service to constitute scholarship and fellowship grants, and are excludable (need not be reported on Federal income tax forms) from the gross income of the participant either wholly or in part, depending on whether the individual participant is or is not a candidate for a degree. The total subvention is excludable from gross income in the case of teachers who are working for a degree. Teachers who are not working toward a degree may exclude such subventions from gross income to the amount of $300 multiplied by the number of months for which the benefits are received (up to a total of 36 months). (For more detailed information, see Revenue Ruling 58-498, published in Internal Revenue Bulletin No. 1958-41, October, 13, 1958, pp. 15-17, on file in U.S. Internal Revenue Offices.)

Increases or decreases in the number of dependents during the period of the institute must be reported to the Director immediately. Changes in the dependency allowance will be made effective as of the first day of the week following the date the change in the number of dependents is reported. Documentary evidence (e.g., a signed statement by the participant, an original or photostatic copy of the birth or marriage certificate, etc.) must be presented to the Director in support of the change in dependency status. No retroactive adjustment for dependents will be made.

Throughout this Handbook we have given you bits of financial information. In terms of planning a budget it may be helpful for us to give you an outline of your fixed expenses. The following figures assume you will be attending the institute by yourself and that you will share a room in the Residence Hall.

I.	Income	$75 per week for eight weeks =		$600.00
II.	Expenses			
	A. Room		$150.00	
	B. Food		200.00	
	C. Books & Supplies		100.00	
			$450.00	$450.00
				$150.00

It is hoped that the balance of $150.00 will cover the cost of your transportation to and from the institute and the miscellaneous expenses that are always a part of going to school.

FOOD SERVICE

For several reasons the Institute staff has decided it would be desirable for all Institute participants to eat lunch together on Wednesdays. We have arranged to have the noon meal served in the University Faculty Club for a cost of $1.30 per person. You may arrange for food service for the balance of the week in a number of ways. If you choose to take your meals in the Residence Halls, your total food cost would be:

8 lunches @ $1.30	$ 10.40
Residence Hall meals @ $1.35	180.00
5% State sales tax	9.60
Total	$200.00

HOUSING

Under separate cover you will receive a brochure outlining much information about the University Residence Halls and policies governing their use. Although the brochure for the NDEA Institute indicated families could be housed in the residence halls, it is only fair to warn you that the halls are not satisfactorily equiped to handle them. If you plan to bring your family may we suggest that you write to:

Mr. S. J. Rebecca, Supervisor
Family Housing
610 East John
Champaign, Illinois 61820

Both University and private apartments are available in a variety of sizes ranging in price from $65 to $250 per month. If you plan to use private housing you should arrive in town by June 14.

May we also ask that if you plan to use the University Residence Halls that you indicate that fact to us by sending us the form below. Having the form will allow us to make some of the preliminary arrangement before you arrive.

The rates for use of the Residence Hall are those indicated in the brochure announcing the Institute. No advance deposit is necessary and each of you will make arrangements for paying fees. We suggest that you arrange to make payments to the Residence Halls on the dates you receive your stipend checks.

Assuming you plan to use the University Residence Halls for housing and you choose shared accommodations, your cost for housing for the Institute would be:

55 days @ $2.40 = $132.00

- -

☐ I plan to use the University Residence Halls

☐ I do not plan to use the University Residence Halls

☐ I have written regarding family housing

☐ I am a Champaign-Urbana resident and will live at home

OUTLINE FOR THE INSTITUTE PROGRAM

I. Teaching Oral Language in the Elementary School Classroom

A. Time: 8:00-10:00 a.m., Monday, Wednesday & Friday
B. Place: 304 Lincoln Hall
C. Instructors: Ince, Frandsen and Tymchyshyn
D. Topics:
   1. Interrelationships among the language arts
      Objectives:
      a. to demonstrate by experimental and descriptive evidence the ubiquity of the "language arts" concept
      b. to catalog the specific skills of listening, speaking, reading, and writing which are amenable to direct instruction
      c. to establish the manner in which the various language skills are related
      d. to explore methods by which the interrelationships among language skills can best be taught to facilitate verbal learning
   2. Listening
      Objectives:
      a. to understand the role of listening in communication
      b. to develop specific goals for teaching listening in the elementary school
      c. to collect materials and develop methods suitable for teaching listening in the elementary school
      d. to prepare lesson plans for listening instruction
   3. Storytelling
      Objectives:
      a. to demonstrate the relationship between storytelling and literary appreciation, creativity, and the basic patterns of communication
      b. to develop the teacher's skill to use storytelling as a tool to motivate student interest in language study
   4. Creative Dramatics
      Objectives:
      a. to develop an awareness of the values of both the informal and formal dramatic activities within a well-integrated elementary school curriculum
      b. to familiarize the students with different forms of dramatic activities and the methods of integrating them with an elementary education school curriculum

5. Oral Interpretation
   Objectives:
   a. to demonstrate the manner in which interpretative activities may be used to develop the oral language skills of articulation, pronunciation, rhythm, and tonal quality.
   b. to demonstrate the value of interpretation as a means of teaching the appreciation of literature -- especially the poetic and dramatic forms.
   c. to familiarize the teachers with the profusion of quality children's literature
   d. to develop methods of using interpretative activities as an integral part of normal classroom routine
   e. to demonstrate the use of audio-visual materials in interpretative activities
6. Public Discourse
   Objectives:
   a. to develop a rationale and the methods for teaching public discourse in the elementary school with particular reference to the grade placement of various activities
   b. to develop curriculum guides in public discourse for each of the upper elementary grades
7. Applications of communication theory to curriculum design
   Objectives:
   a. to organize the concepts of communication theory into a sequence amenable to classroom application
   b. to aid the participants to develop courses of study in oral communication which are relevant to the diverse natures of their school situations
   c. to demonstrate that teaching children about communication is as important as teaching them how to communicate

II. Speech and Language Instruction

A. Time: 10:00 a.m., Monday thru Friday
B. Place: 304 Lincoln Hall
C. Instructors: Frandsen and Nasca
D. Topics:
    1. Language acquisition
    2. Physiology and acoustics
    3. Morphology
    4. Psycholinguistics
        a. syntactics
        b. semantics
        c. language and thought
        d. pragmatics
    5. Development of language and thought: ages & stages
    6. Behavior: language and thought
    7. Language and social class
    8. Instruction in language and thought
E. Required textbook: DeCecco, John P., The Psychology of Language, Thought and Instruction. Holt, Rhinehart & Winston.

III. Speech Improvement

A. Time: 11:00 a.m. or 1:00 p.m. (one-half the group each period)
B. Place: 208 Lincoln Hall
C. Instructors: Bankson and Laesch
D. Topics:
   1. The meaning of speech and language improvement
   2. Analysis of consonant sounds
      a. place and manner of articulation
      b. phonetics - phonemics
   3. Analysis of vowels and dipthongs
   4. Communication in relation to parameters of voice quality
   5. Goals and techniques of speech and language improvement
   6. Bilingual children in the classroom
   7. Role of the speech clinician
   8. The relationship between the classroom teacher and the speech clinician
E. Required textbook: Carrell and Tiffany. Phonetics, McGraw-Hill

IV. Seminar in Oral Language Programs

A. Time: 2:00-5:00 p.m., Monday or Wednesday (one-half the group each day)
B. Place: 159 Administration
C. Instructors: Ince, Frandsen and Nasca
D. Topics:

June 19 & 24 - Orientation
*June 26 - Instructional materials for use in teaching oral language
*July 1 - Pronunciation
*July 3 - Phonetics, Phonemics & Phonics
July 8 & 10 -
July 15 & 17 - Bilingualism
July 22 & 24 -) The development of a curriculum guide
July 29 & 31 -)
Aug. 5 & 7 - Conducting in-service programs & workshops

E. Required textbooks:

*On the starred dates the entire group will meet.

V. Teaching demonstrations

A. Time: 2:00-5:00 p.m., Tuesday or Thursday (one-half the group each day)
B. Place:
C. Instructors: Adler and Frandsen
D. Topics:

During the summer session we will be video-taping a summer program in oral language being conducted for 3rd, 4th, 5th and 6th grade children. Selected segments of this project will be used for the lessons during this segment of the program.

3rd & 4th Grade Teachers will meet this class on:	5th & 6th Grade Teachers will meet this class on:
June 25	June 20
July 2	June 27
July 11	July 9
July 18	July 16
July 25	July 23
Aug. 1	July 30
Aug. 8	Aug. 6

PARTICIPANT DIRECTORY

Name	Address
Baca, Evangeline	301 North Sunshine Blvd. Eloy, Arizona 85231
Barringer, Jo. T.	618 North Raynor Joliet, Illinois 60435
Benoit, Sr. Mary Consilia	9930 Bunkum Road Caseyville, Illinois 62232
Brennan, John E.	918 East Central Avenue Redlands, California 92373
Burnett, Doris A.	2510 Ridge Avenue East St. Louis, Illinois 62205
Burris, Aileen E.	4532 Northeastern Avenue Wanamaker, Indiana 46239
Burry, Gladys B.	3924 North Warren Street Decatur, Illinois 62526
Chesney, Marian	R. R. 1 Chadwick, Illinois 61014
Cluff, Manola J.	581 - 11th Street Elko, Nevada 89801
Coleman, Hazel M.	517 Jean Street Helena, Arkansas 72342
Dennis, Joan M.	19 Kilton Street Taunton, Massachusetts 02780
Everett, Dorothy F.	832 East Pine Street Leesburg, Florida 32748
Farrar, Christine	P. O. Box 34 Pace, Mississippi 38764
Fischer, Sr. Anita C.	251 Wood Dale Road Wood Dale, Illinois 60191
Fitzgerald, Sr. Anne	805 Church Street Chesaning, Michigan 48616
Gray, Ruth B.	314 Noel Street Greenwood, Mississippi 38930

Name	Address
Hensel, Charles O.	870 Valley View Drive San Bernardino, California 92410
Hunckler, Emil A.	1310 Mayfield Avenue Joliet, Illinois 60435
Jackson, Joe L.	70 West Lee Street Sardis, Mississippi 38666
Jendraszak, Sr. M. Joseph	St. Joseph Convent Manhattan, Illinois 60442
Jennison, Mary G.	1101 West Polk Lovington, New Mexico 88260
Johnson, Bobbie H.	9 Chicago Street Little Rock, Arkansas 72206
Jones, Norman D.	1242 Bourbon Street Thibodaux, Louisiana 70301
Kinkade, Charlotte A.	1106 East Washington Bloomington, Illinois 61701
Knudtson, George M., Jr.	2521 Olive Street Racine, Wisconsin 53403
Lee, Henry	858 Ashfield Avenue Pomona, California 91767
McDonough, Ruth A.	128 Fordham Security, Colorado 80911
McNerney, Sr. Theresa	2365 Montrose Avenue Montrose, California 91020
Manning, Francis J.	Chestnut Street North Easton, Massachusetts 02356
Moessinger, Carol A.	5749 East Hazelwood Circle Baltimore, Maryland 21206
Neal, Martha L.	2721 Western Mattoon, Illinois 61938
O'Hanlon, Sr. Patricia T.	935 East State Street Salem, Ohio 44460
Olcott, L. Dean	3920 Ellendale Road Chagrin Falls, Ohio 44022

Name	Address
Poole, Claudia F.	854 Oak Street Montgomery, Alabama 36108
Powley, Carl E.	1613 Lake View St. Joseph, Michigan 49085
Reel, Thomas R.	772 North Elmwood Aurora, Illinois 60506
Reichbach, Edward M.	14890 Larkspur Street Sylmar, California 91342
Rice, Peggy J.	309 Ninth Street South Jacksonville Beach, Florida 32050
Ricker, Sr. Mary Felicia	2740 West Central Toledo, Ohio 43606
Robinson, Charlotte W.	325 South East 13th Street Gainesville, Florida 32601
Sparks, Emma L.	4260 Los Feliz Boulevard Los Angeles, California 90027
Thackham, Richard P.	751 Vassar Drive Fenton, Michigan 48430
Werner, Holland L.	9180 Courtland Drive Rockford, Michigan 49341
White, Donald E.	Reese Trailer Court, Rt. 171 N. Lockport, Illinois 60441
Williams, Ethel M.	301 West Huffman Street Georgetown, Illinois 61846
Yoder, Mary-Louisa B.	1000 Park Avenue Vineland, New Jersey 08360

NDEA INSTITUTE STAFF - 1968

I. Mr. Richard R. Adler
1963A Orchard Street
Urbana, Ill. 61801

A. Education:
1. B.A., Montana State College, Bozeman
2. M.Ed., University of Illinois

B. Experience:
1. Instructor in U.S. Army, Fort Riley, Kansas
2. Teacher of English, Sheridan High School, Sheridan, Wyoming
3. English Department Chairman, Sheridan High School
4. Participant in NDEA English Institute, Wyoming University
5. Director of Summer Creative Writing Program, Sheridan.
6. Ass't. to Exec. Secretary, National Council of Teachers of English, beginning 1966 - present.
7. Editor of NCTE English Supervisor's Newsletter

II. Mr. Nicholas Bankson
7419 Riggs Lane
Overland Park, Kansas 66204

A. Education:
1. A.A., Graceland College
2. B.S., Elementary Education, University of Kansas
3. M.A. Speech Pathology, University of Kansas
4. Special Study, Syracuse University

B. Experience:
1. Graduate Assistant, Hearing Dept. of Kansas University Medical Center
2. Graduate Assistant at Kansas City Crippled Childrens Nursery School
3. Speech Clinician at Prairie District Schools, Prairie Village Kansas
4. Director, Speech and Hearing Program, Kansas State Department of Public Instruction in Topeka, Kansas
5. Consultant, Bureau for the Education of the Handicapped, United States Office of Education, Washington, D.C.

III. Mr. Daniel S. Beasley
202 North Russell, #1
Champaign, Ill. 61820

A. Education:
1. B.A., University of Akron, Akron, Ohio
2. M.A., University of Illinois

B. Institute Duties:
1. Work with the Anatomy, Physiology and Psychology of Speech.

IV. Mr. Robert Clark, Jr.
210 Madison Road
Willow Grove, Pennsylvania

A. Education:
1. A.B. English, Temple University
2. Post graduate work in English, Temple University
3. Post graduate work in reading, Pennsylvania State University.
4. Participant in NDEA Institute in Oral Language Programs for the Elementary School, University of Illinois

B. Experience:
1. Teacher of Jr. High School English, Upper Moreland Township Schools, Willow Grove, Pennsylvania
2. Director of Reading Program, Willow Grove Jr. High School
3. Director of the Audio-Visual Aids, Upper Moreland Township Schools
4. Director of Secondary Program, Upper Moreland Title I Summer Program
5. Assistant Superintendent, Upper Moreland Township Schools

V. Dr. Kenneth Frandsen
Department of Speech
University of Wisconsin
Milwaukee, Wisconsin

A. Education:
1. B.A. Washington State University
2. M.A. Ohio University
3. Ph.D. Ohio University

B. Experience:
1. NDEA Fellow, Ohio University
2. Graduate Assistant in Theatre Management Ohio Valley Summer Theatre, Ohio University
3. Instructor, School of Dramatic Art and Speech, Ohio University (part time)
4. Research Associate to F. Craig Johnson, Director of Instruction Television Research, Ohio University
5. Assistant Professor of Speech, Department of Speech School of Communications, Southern Illinois University
6. Research Fellow of the Speech Communication Research Center of the University of Wisconsin and Assistant Professor of Speech
7. Consultant on communication for American Motors, Southeastern Wisconsin Regional Planning Commission, the U.S. Peace Corps and the Agency for International Development

VI. Dr. Robert Lee Ince: Institute Director
36½ E. Green Street
Champaign, Illinois

A. Education:
1. B.S.Ed. in Language Arts, University of Kansas
2. M.A. in Speech and Drama, University of Kansas
3. Ph.D. in Speech Education, Northwestern University

B. Experience:
1. Secondary language arts, Ottawa, Kansas
2. Secondary English, Forensics and general science, Wichita, Kansas
3. Special education for mentally retarded, Wichita, Kansas
4. Elementary speech, Evanston, Illinois
5. Public Speaking, Northwestern University and Chicago City Junior College
6. Educational Methods, Chicago Teachers College
7. Adult leadership, Industrial Management Institute, Lake Forrest, Illinois
8. Public Speaking, Speech education, and education methods, University of Illinois
9. Chairman of the basic speech course, University of Illinois

VII. Mr. Phillip L. Laesch
827 South Main Street
Princeton, Illinois

A. Education:
1. B.S., Illinois State at Normal

B. Institute Duties:
1. Work with Speech Improvement

VIII. Mrs. Marion Meyerson: Resource Person
1739 W. Haven Drive
Champaign, Illinois

A. Education:
1. A.B. Hunter College
2. M.A. in speech, Brooklyn College
3. Post graduate work, University of Illinois

B. Experience:
1. Speech correctionist, New York City Public Schools
2. Classroom teacher, U.S. dependent schools in France
3. Testing specialist for the United States Air Force
4. Secretary for the Foreign Policy Association, N.Y.C.

IX. Dr. Francis L. Nasca: Assistant Director
1008 S. Second
Champaign, Illinois

A. Education:
1. B.S. Speech Education, Elementary Education, Speech Correction, State University College, Geneseo, New York
2. M.S. Speech Pathology, Syracuse University
3. Post master's work, Special Education, Statistics and Psychology, Syracuse University
4. Ph.D. Clinical Audiology, Indiana University

B. Experience:
1. Speech and hearing therapist, Rochester, New York
2. Clinical assistant, Gordon D. Hoople Hearing and Speech Center, Syracuse University
3. Instructor, Speech and Hearing Therapy, Indiana University
4. Assistant Professor of Speech, University of Illinois

X. Mr. James L. Nicholson III
1001 West Oregon, #5
Urbana, Illinois

A. Education:
1. B.A. Sacramento State College
2. M.A. University of Illinois

B. Institute Duties:
1. Work with teaching demonstrations

XI. Dr. Elaine Paden
2112 S. Race
Urbana, Illinois

A. Education:
1. A.B. Sioux Falls College
2. M.A. in speech, State University of Iowa
3. Ph.D. in speech, State University of Iowa

B. Experience:
1. Instructor in voice, Brooklyn College
2. Instructor in phonetics and speech, University of Maryland
3. Assistant Professor in speech, University of Wyoming
4. Assistant Professor of phonetics and linguistics, University of Illinois

XII. Dr. Roman Tymchyshyn
303 Elmwood Drive
Champaign, Illinois

A. Education:
1. B.A. Humanities, University of Minnesota
2. M.A. Speech and Theatre, University of Minnesota
3. Ph.D. Theatre, University of Minnesota

B. Experience:
1. Instructor in Creative Dramatics, University of Minnesota
2. Instructor in Beginning Speech, History of the Theatre, Oral Interpretation, and Creative Dramatics, Heidelberg College
3. Assistant Professor in Creative Dramatics and Children's Theatre, University of Illinois

BIBLIOGRAPHY AND REFERENCES

The items in the list below can be divided roughly into three categories; i.e., materials you will use in the Institute program, materials you will find useful in preparing your term project, and materials you should find useful for your professional library. The items in the first category are marked with #. Most of you can probably receive a discount by ordering directly from the publishers.

YOU ARE REMINDED YOU MUST PAY FOR YOUR OWN BOOKS AND SUPPLIES. NO PROVISION IS MADE IN THE CONTRACT FOR AIDING YOU WITH THIS EXPENSE.

1. "A Symposium of Speech for Elementary School" Speech Teacher, Vol. IX, November, 1960.

2. Anderson, Harold and Robert Baldaus, "A Study of a Measure of Listening," Journal of Education Research, 57: 197-200. Dec. 1963.

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7. "Bilingualism and the Bilingual Child: A Symposium" Modern Language Journal, March 1965.

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12. Buntley, Arline, "Listen to Learn," The Grade Teacher, p. 51, March, 1955.

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26. Evertts, Eldonna. Dimensions of Dialect, National Council of Teachers of English, 1967

27. Fairbanks, Grant. Voice and Articulation Drillbook. Harper & Row,1960

28. Farquhar M., Prognostic Value of Imitative and Auditory Discrimination Tests, Journal of Speech and Hearing Disorders, November, 1961.

29. Fisher H., Voice and Articulation, Houghton-Mifflin, 1965.

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ADDENDA

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C-7 Participant communique #2

April 29, 1968

Dear Participant:

In order for you to obtain graduate credit for the NDEA Institute in Oral Language Programs for the Elementary School, it will be necessary for you to be admitted as a graduate student in our Graduate College. A recent policy decision by the Graduate College states that participants in such NDEA programs will be admitted as a matter of form on a non-degree candidate basis. However, it will be necessary for me to have an official transcript of your baccalaureate degree program. Would you please send or have sent to me such a document. It should arrive by May 15; however, if it does not and we have your indication that we will soon be getting one, your application for graduate credit will be processed.

Sincerely,

Robert L. Ince
Director, NDEA Institute
in Oral Language Programs
for the Elementary School

RLI;lkr

C-8 Participant communique #3

May 15, 1968

Dear Participant:

Enclosed you will find a copy of the Orientation Program for the first two days of our Institute. Please notice that you are expected to be here by 8:00 a.m. on June 17.

In letters from several of you a couple of questions have arisen several times. Let me try to answer these questions all at once.

The $20.00 we have asked you for will be used to purchase only a portion of the required books for the Institute, and will pay for certain laboratory materials not provided for in the Institute contract. All those items marked with a symbol # on the bibliography in the Handbook will be required reading for the Institute program. You will not have to buy all of these materials but since many of them will be used quite extensively, you will probably wish to buy most of them. We will have available for purchase all the materials marked with the symbol on the bibliography.

If you are going to bring children to the Institute with you and if you wish them to attend either elementary or secondary school during the summer, you should plan to arrive on campus by June 14. June 14 will be the last day during which you may register your children for summer school. It will be possible for your children to participate in the summer park program and in various private school operations even if you are not able to come by June 14.

Sincerely,

Robert L. Ince
Director, NDEA Institute
in Oral Language Programs
for the Elementary School

RLI:lkr
Encl.-3

C-9 Orientation program

NDEA Institute
in Oral Language Programs
for the Elementary School

SCHEDULE FOR ORIENTATION

Date	Event	Place
Monday, June 17		
8:00 a.m.	Coffee and donuts; initial introductions	Wahl Room, YMCA 1001 South Wright St. Champaign
9:00 a.m.	Welcome: Prof Karl R. Wallace, Head of the Dept. of Speech	Wahl Room
10:00-12:00	At 10:00 a.m. you will begin a round robin series of small discussions with the staff members. The series has been planned to make it possible for you to get to know fellow students and staff members, and they you. Coffee, iced tea, and other goodies will be on hand. Feel free to ask questions and treat the sessions as informally as your disposition permits. Following, you are identified as belonging to a group. You will notice the schedule changes for each group but you will always remain with the same one.	

YMCA Paar Room Group E	YMCA Room #7 Group F	YMCA Messer Room Group G	Third floor of Illini Hall Group H
1. Baca	1. Barringer	1. Lee	1. McDonough
2. Benoit,Sr.	2. Brennan	2. McNerney,Sr.	2. Moessinger
3. Burnett	3. Burris	3. Neal	3. O'Hanlon,Sr.
4. Burry	4. Chesney	4. Olcott	4. Poole
5. Cluff	5. Coleman	5. Powley	5. Reel
6. Gray	6. Everett	6. Reichbach	6. Rice
7. Farrar	7. Fischer	7. Ricker,Sr.	7. Robinson
8. Fitzgerald	8. Hensel	8. Sparks	8. Thackham
9. Hunckler	9. Jackson	9. Werner	9. White
10. Jones	10. Jendraszak,Sr.	10. Williams	10. Yoder
11. Johnson	11. Jennison	11. Stewart	11. Graibus,Sr.
12. Kinkade	12. Knudtson		

Date	Event	Place
Monday, June 17		
12:00-1:30 p.m.	Lunch	Latzer Hall, YMCA 1001 South Wright St. Champaign
1:30-3:00 p.m.	Continue Discussion Groups YMCA Paar Room - Group H YMCA Room #7 - Group E YMCA Messer Room - Group F Third Floor of Illini Hall - Group G	
3:00-4:30 p.m.	Continue Discussion Groups YMCA Paar Room - Group G YMCA Room #7 - Group H YMCA Messer Room - Group E Third Floor of Illinois Hall - Group F	
Tuesday, June 18		
8:00 a.m.	A group picture will be taken.	Steps in front of the auditorium
9:00 a.m.	Coffee	YMCA
10:00 a.m.	Registration	Armory
12:00	Lunch	
1:30 p.m.	Continue Discussion Groups YMCA Paar Room - Group F YMCA Room #7 - Group G YMCA Messer Room - Group H Third Floor of Illini Hall - Group E	

C-10 Local addresses of participants

PARTICIPANT DIRECTORY

NAME	LOCAL ADDRESS	TELEPHONE NUMBER
BACA, Evangeline	Room 302 Weston Hall	332-1982
BARRINGER, Jo T.	Room 304 Weston Hall	332-1983
BRADY, Sister Mary Brenda	Room 290 Weston Hall	332-1975
BRENNAN, John E.	Room 211 Snyder Hall	332-1677
BRILL, Nicholas	Room 135 Newman Hall	
BURNETT, Doris A.	Room 344 Weston Hall	332-2015
BURRIS, Aileen E.	2006 Vawter Street Urbana	367-3026
BURRY, Gladys	504 W. Delaware Ave Urbana	344-6389
CHESNEY, Marian	2071B Orchard St. Urbana (first four weeks)	
CLUFF, Manola J.	Room 336 Weston Hall	332-2008
COLEMAN, Hazel M.	Room 308 Weston Hall	332-1985
EVANS, Jolene	Room 394 Weston Hall	
EVERETT, Dorothy		

NAME	LOCAL ADDRESS	TELEPHONE NUMBER
FISCHER, Sister Anita C.	Room 289 Weston Hall	332-1974
FITZGERALD, Sister Anne	Room 275 Weston Hall	332-1967
GRAIBUS, Sister Alexandra	Room 291 Weston Hall	332-1976
GRAY, Ruth	Room 104 Weston Hall	332-1888
HENSEL, Charles	Room 244 Snyder Hall	332-1702
HUNCKLER, Emil	APT. 503, Lando Place 707 S. Sixth, Champaign	344-6251
JACKSON, Christine	Room 246 Weston Hall	332-2017
JENDRASZEK, Sister M. Joseph	Room 278 Weston Hall	332-1969
JENNISON, Mary G.	1210 Julie Court Champaign	352-0829
JOHNSON, Bobbie	Room 332 Weston Hall	332-2007
JONES, Norman	Apt. 302 2116 Orchard South	
KILBRETH, Eileen	Apt. 301 Cedar Bldg. Arbor Suites, Champaign	
KINKADE, Charlotte	823 W. Maple Champaign	352-2038
KNUDTSON, George Jr.	Room 225 Snyder Hall	332-1691
McDONOUGH, Ruth	Room 314 Weston Hall	
McNERNEY, Sister Theresa	Room 273 Weston Hall	332-1965

NAME	LOCAL ADDRESS	TELEPHONE NUMBER
NEAL, Martha	910 Lincolnshire Apt. 203	
O'HANLON, Sister Patricia	Room 272 Weston Hall	332-1964
OLCOTT, L. Doan	Room 239 Snyder Hall	
POOLE, Claudia	Room 343 Weston Hall	
POWLEY, Carl	Room 244 Snyder Hall	
REEL, Thomas	Room 245 Snyder Hall	
REICHBACH, Edward	1506, #1 Lincolnshire Drive	
RICE, Peggy	Room 344 Weston Hall	332-2015
RICKER, Sister Mary F.	Room 271 Weston Hall	
SHARP, August	Room 236 Snyder Hall	
SPARKS, Emma	Room 317 Weston Hall	
STEWART, Violet	Room 332 Weston Hall	332-2007
WERNER, Holland	Room 260 Snyder Hall	322-1711
WHITE, Donald	Room 718 Bromley Hall 910 S. Third	344-5000 Ext. 645
WILLIAMS, Ethel	301 W. Huffman Georgetown, Ill	662-8802
WILLIAMS, Maurice	Room 366 Weston Hall	
YODER, Mary-Louisa	Room 319 Weston Hall	332-1996

C-11 Local addresses of staff

ACADEMIC STAFF DIRECTORY

NAME	OFFICE ADDRESS	TELEPHONE NO.
ADLER, Richard	249 Armory	333-2818
BANKSON, Nick	249 Armory	333-2818
BEASLEY, Daniel	249 Armory	333-2818
CLARK, Robert	249 Armory	333-2818
FRANDSEN, Kenneth	249 Armory	333-2818
INCE, Robert	136 Lincoln Hall	333-3617
LAESCH, Phillip	249 Armory	333-2818
MEYERSON, Marion (Mrs.)	Speech Clinic Bldg.	333-2230
NASCA, Francis	249 Armory	333-2818
NICHOLSON, James	249 Armory	333-2818
PADEN, Elaine (Mrs.)	335 Illini Hall	333-3050
TYMCHYSHYN, Roman	280 Armory	333-4165

NON-ACADEMIC STAFF DIRECTORY

CROOM, Pauline	249 Armory	333-2818
ELLER, Janet	136 Lincoln Hall	333-3617

U. S. OFFICE OF EDUCATION
Division of Educational Personnel Training
NT 1968 Programs

STATISTICAL REPORT

XX — Participants
46 — Non-Enrolled Applicants
XX — Enrolled Teacher Personnel in Program

Institution: UNIVERSITY OF ILLINOIS
Subject Field: ENGLISH
State Code: ILL — OE Code: 05-23
Director: PROFESSOR ROBERT LEE INCE

1. SEX

Male	Female	NR
14	32	

2. AGE

Under 25	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60 & over	NR
4	9	8	12	7	1	4	1		

3. HIGHEST DEGREE

	None		Professional Diploma
28	Bachelor's		Doctor's
18	Master's		NR

4. MAJOR IN SUBJECT FIELD*:

	Yes	No	NR
a. Undergraduate	6	40	
b. Graduate	1	31	14

5. ATTENDED ONE OR MORE PREVIOUS NDEA OR ARTS & HUMANITIES INSTITUTES:

Yes	No	NR
15	30	1

6. YEARS OF TEACHING OR RELATED EMPLOYMENT:

	None	1-4	5-9	10-14	15-19	20 & more	NR
a. Taught		10	13	13	6	4	
b. Years in field	4	8	9	12	4	1	8

7. PRESENT EMPLOYMENT (at the time of application):

44	In a single school (secondary, elem., or pre-school)
2	In a number of schools, or at the system level
	Employed by an institution of higher education
	Full-time college student
	Not employed at or attending a school or college
	NR

IF EMPLOYED IN A SCHOOL SYSTEM OR COLLEGE (answer 8, 9, 10, 11)

8. TYPE OF SCHOOL SYSTEM OR COLLEGE:

36	Public
9	Private (Nonsectarian)
1	Private (Parochial)
	NR

9. ENROLLMENT (in entire system):

5	3		1600-1799
11	2		1800-1999
12			2000 & over
6	1	6	NR

10. PRESENT ASSIGNMENT: PER CENT OF TIME SPENT AS A TEACHER AND/OR SPECIALIST IN THE SUBJECT FIELD * OF THE INSTITUTE OR PROGRAM:

6	7	4	1
0%	20-29%	50-59%	80-89%
1	1	1	4
1-9%	30-39%	60-69%	90-100%
3	5	1	13
10-19%	40-49%	70-79%	NR

11. GEOGRAPHIC DISTRIBUTION OF SCHOOL SYSTEM OR COLLEGE:

2 ALA	16 ILL	1 N J
1 ARIZ	1 IND	4 OHIO
2 ARK	1 LA	1 WIS
7 CAL	4 MICH	
1 COLO	2 MISS	
2 FLA	1 NEV	

IF EMPLOYED BELOW THE COLLEGE LEVEL (answer 12, 13, 14)

12. LEVEL OF SCHOOL OR SYSTEM:

	Preschool
	Preschool & elem.
34	Elementary
	Junior High
	Senior High
	Junior-Senior High
12	Elem. & secondary
	NR

13. LOCATION OF SCHOOL OR SYSTEM:

1	In a city of 250,000 or more population
5	In a suburb of such a city
11	In a city of 50,000 to 250,000 population
1	In a suburb of such a city
22	In a city, town of 2,500 to 50,000 population
1	In a suburb of such a city or town
5	In a city or town of less than 2,500, or in a rural area
	NR

14. STUDENT BODY OF SCHOOL IN TERMS OF (A) PER CENT OF NON-WHITE AND (B) PER CENT FROM FAMILIES MARKED BY ECONOMIC POVERTY:

A. Non-white		B. Poverty	
9	2	5	2
0%	50-59%	0%	50-59%
12		9	2
1-9%	60-69%	1-9%	60-69%
3		7	5
10-19%	70-79%	10-19%	70-79%
3	1	4	2
20-29%	80-89%	20-29%	80-89%
1	13	2	4
30-39%	90-100%	30-39%	90-100%
1	1	3	1
40-49%	NR	40-49%	NR

* Subject field of the Institute or Program

NR means non-response; this category also includes inaccurate or unusable responses

D-1 USOE forms

U. S. OFFICE OF EDUCATION
Division of Educational Personnel Training

STATISTICAL REPORT

FY 1968 Programs: XX

Participants: Nos. 193

Non-Enrolled Applicants: XX

NDEA Institute

Arts & Humanities

Experienced Teacher Fellowship Program

Institution: UNIVERSITY OF ILLINOIS
Subject Field: ENGLISH
State Code: ILL
OE Code: 05-23
Director: PROFESSOR ROBERT LEE INCE

1. SEX:

Male	Female	NR
65	128	

2. AGE:

Under 25	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60 & over	NR
9	27	37	30	38	24	18	4	2	4

3. HIGHEST DEGREE:

1 None	2 Professional Diploma
134 Bachelors	1 Doctors
55 Masters	NR

4. MAJOR IN SUBJECT FIELD*:

	Yes	No	NR
a. Undergraduate	23	161	9
b. Graduate	10	117	66

5. ATTENDED ONE OR MORE PREVIOUS NDEA OR ARTS & HUMANITIES INSTITUTES:

Yes	No	NR
60	124	9

6. YEARS OF TEACHING OR RELATED EMPLOYMENT:

	None	1-4	5-9	10-14	15-19	20 or more	NR
a. Total years		18	59	49	25	39	3
b. Years in field*	5	22	47	38	21	22	38

7. PRESENT EMPLOYMENT (at the time of application):

- 179 In a single school (secondary, elem., or pre-school)
- 9 In a number of schools, or at the system level
- Employed by an institution of higher education
- 1 Full-time college student
- Not employed at or attending a school or college
- 4 NR

8. TYPE OF SCHOOL SYSTEM OR COLLEGE:

- 137 Public
- 51 Private (non-church-related)
- Private (church-related)
- 5 NR

9. ENROLLMENT (in the single school):

12	16		1600-1799
45	10	1	1800-1999
46	3	2	2000 & over
32		26	NR

10. PRESENT ASSIGNMENT: PER CENT OF TIME SPENT AS A TEACHER AND/OR SPECIALIST IN THE SUBJECT FIELD* OF THE INSTITUTE OR PROGRAM:

27 0%	24 20-29%	12 50-59%	6 80-89%
2 1-9%	12 30-39%	10 60-69%	20 90-100%
9 10-19%	14 40-49%	7 70-79%	50 NR

11. GEOGRAPHIC DISTRIBUTION OF SCHOOL SYSTEM OR COLLEGE:

10 ALA	7 FLA	1 KY	3 MO	3 N C	1 R I	3 WYO
3 ARIZ	2 GA	4 LA	1 NEV	1 N D	2 TENN	1 P R
5 ARK	49 ILL	3 MD	1 N H	11 OHIO	2 TEX	3 NR
12 CAL	10 IND	2 MASS	3 N J	1 OKLA	2 VA	
3 COLO	6 IOWA	6 MICH	2 N M	2 OREG	1 WASH	
1 D C	1 KANS	6 MISS	9 N Y	8 PA	3 WIS	

12. LEVEL OF SCHOOL OR SYSTEM:

- Preschool
- 1 Prevoc. & exp.
- 157 Elementary
- 5 Junior High
- 1 Senior High
- Junior-Senior High
- 27 Elem. & secondary
- 2 NR

13. LOCATION OF SCHOOL OR SYSTEM:

- 29 a city of 250,000 or more population
- 22 a suburb of such a city
- 29 a city of 50,000 to 250,000 population
- 4 a suburb of such a city
- 70 a city or town of 2,500 to 50,000 population
- 4 a suburb of such a city or town
- 30 a city or town of less than 2,500 or in a rural area
- 5 NR

14. STUDENT BODY OF SCHOOL IN TERMS OF (A) PER CENT OF NON-WHITE AND (B) PER CENT FROM FAMILIES MARKED BY ECONOMIC POVERTY:

A. Non-white		B. Poverty	
57 0%	4 50-59%	12 0%	12 50-59%
45 1-9%	4 60-69%	48 1-9%	6 60-69%
11 10-19%	4 70-79%	29 10-19%	13 70-79%
7 20-29%	1 80-89%	24 20-29%	8 80-89%
9 30-39%	41 90-100%	11 30-39%	19 90-100%
4 40-49%	6 NR	5 40-49%	6 NR

NR means non-response; this category also includes inaccurate or unusable responses

D-2 Rokeach Dogmatism Scores

ROKEACH DOGMATISM SCORES
NDEA PARTICIPANTS - 1968
D-FORM E TEST GRADES

Christine F. Jackson	+20
Claudia Poole	+17
Ruth B. Gray	+13
Maurice A. Williams	+12
Violet Stewart	+10
Sister Anne Fitzgerald	+ 5
Bobbie H. Johnson	+ 5
Sister M. F. Ricker	0
Sister Mary Brenda Brady	- 1
Hazel Coleman	- 1
Donald E. White	- 1
Norman D. Jones	- 2
Peggy J. Rice	- 4
Holland Werner	- 4
Sister Anita Fischer	- 6
Nicholas P. Brill	- 7
Doris Burnett	- 9
Evangeline Baca	-10
J. E. Brennan	-10
Sister M. Joseph Ann Jendraszek	-11
Jo Barringer	-12
Sister Theresa McNearney	-13
Emil Hunckler	-15
Ethel Williams	-15
Manola Cluff	-16
Carl E. Powley	-16
Eileen Kilbreth	-19
Mary Jennison	-19
Aileen Burris	-20
Charlotte Kinkade	-29
George M. Knudtson	-29
August Sharp	-32
Charles O. Hensel	-36
Mary Lou Yoder	-41
Gladys B. Burry	-42
Marian Chesney	-47
Thomas Reel	-55
Edward Reichbach	-60
Sister M. Alexander Graibus	-62
Ruth A. McDonough	-62
Sister Patricia O'Hanlon	-68
L. Dean Olcott	-73
Martha L. Neal	-88

D-3 Participant profiles

PARTICIPANT PROFILES

ame	Sex	Age	M.S.	Gr. level	Degree	Major	Sch. Size	Comm. Size	Ethnic	Rev.
'o T. Barringer	F	42	Mar.	K-4	B.A. M.S.	El. Ed. Sp. Ed.	9	3	W 51% N 40% O 9%	40%
'erome A. Bell	M	48	Mar.	4-6	B.S. M.A.	Bus. El. Ed.	506	2	W 75% N 25%	30%
Sr. Benoit	F	33	Sing.	6-8	B.A.	El. Ed.	215	6	W 100%	20%
.ilna M. Black	F	38	Mar.	5	B.S. M.S.	Bio.Sci. El.Ed.	285	5	W 30% N 30% O 40%	90%
ohn E. Brennan	M	31	Sing.	6-8	B.A. M.A.	Soc.Sci. Hist-Ed.	980	5	W 97% O 3%	10%
'ileen E. Burris	F	38	Div.	3	B.S.	El.Ed. & Eng.	361	2	W 98% N 2%	2%
Gladys B. Burry	F	54	Mar.	6	B.S. M.A.	El.Ed. El.Ed.	667	3	W 97% N 3%	1%
oseph E. Carey	M	42	Mar.	6	A.B. M.Ed. D.Ed.	Soc.Stu. Ed.Adm. El.Ed.	500	5	W 89% N 10% O 1%	2%
Sr. Cashen	F	40	Sing.	1-6	B.S. M.S.	Educ. Educ.	314	1	W 95% N 5%	5%
Marian Chesney	F	23	Mar.	3	B.S.	Educ.	203	7	W 100%	60%
Manola J. Cluff	F	43	Mar.	3	B.S.	El.Ed.	482	5	W 95% N 1% O 4%	5%
Sr. Dennis	F	37	Sing.	5	B.S.	El.Ed.	357	5	W 98% O 2%	10%
Dorothy F. Everett	F	34	Div.	5	B.S.	El.Ed.	443	5	W 99% O 1%	55%
Christine Farrar	F	26	Sing.	4	B.S.	El.Ed.	657	5	N 100%	75%
Sr. Fischer	F	30	Sing.	3	B.S.	Educ.	259	5	W 100%	.01%
Sr. Fitzgerald	F	29	Sing.	4-5	B.A. M.A.	Hist. Rel.Ed.	273	7	W 100%	0%
uth B. Gray	F	43	Mar.	3	B.S.	El.Ed.	1071	5	N 100%	95%
Marion L. Hoffman	F	44	Sepr.	5	B.A.	El.Ed.	540	1	N 30% O 70%	85%
Emil A. Hunckler	M	42	Sing.	4	B.A.	Eng. & Sp.	306	3	W 100%	5%
oe L. Jacksen	M	30	Sing.	1-6	B.S. M.A.	Soc.Sci. Ed.Adm.	574	5	N 100%	92%
Sr. Jendraszak	F	29	Sing.	5-6	B.A.	Math. & Ed.	126	7	W 100%	0%
ary G. Jennison	F	45	Mar.	6	B.A.	El.Ed.	455	5	W 80% N 10% O 10%	30%
obbie H..Johnson	F	38	Mar.	4	B.A. M.S.	Bus.Ed. El.Ed.	84[illegible]	3	N 100%	70%

Name	Sex	Age	M.S.	Gr.level	Degree	Major	Sch. Size	Comm. Size	Ethnic	Pov.
Charlotte Kinkade	F	29	Widow	6	B.S. M.S.	El.Ed. Educ.	385	5	W 100%	0%
George M. Knudtson, Jr.	M	38	Mar.	6	B.S. M.A.	El.Ed. Ed.Adm.	350	3	W 95% N 5%	20%
Henry Lee	M	34	Mar.	4-5	B.A. M.A.	El.Ed. El.Ed.	1000	3	W 45% N 40% O 15%	50%
Sr. Maciag	F	37	Sing.	Elem.	B.A. M.S.	El. Ed. El. Ed.	625	5	W 98% N 2%	13%
Ruth McDonough	F	35	Div.	6	B.A.	Educ. & Eng.	600	3	W 80% N 2% O 18%	20%
Rudolf Merz, Jr.	M	29	Mar.	4	B.A. M.A.	Rel.Ed. El.Ed.	220	7	W 98% O 2%	2%
Agnes Mulholland	F	35	Sing.	3	B.S.	Educ. & Eng.	700	3	W 1% N 99%	75%
Sr. O'Hanlon	F	37	Sing.	3	B.S.	Ed.-Eng.	453	5	W 98% N 2%	10%
L. Dean Olcott	M	37	Mar.	6	B.S. M.S.	El.Ed. El.Ed.	675	2	W 95% N 4% O 1%	3%
Claudia F. Poole	F	33	Mar.	4-9	B.S.	Eng.	1400	1	W 0% N 100%	70%
Carl E. Powley	M	37	Mar.	6	B.S.	Educ.	431	5	W 98% O 2%	12%
Thomas R. Reel	M	31	Mar.	6	B.S.	El.Ed.	490	3	W 95% N 2% O 3%	25%
Edward M. Reichbach	M	38	Mar.	3	B.A. M.A.	Educ Adm.	950	2	N 95% O 5%	75%
Peggy J. Rice	F	25	Sing.	3-5	B.S. M.S.	El.Ed. El.Ed.	464	2	N 100%	90%
Sr. Ricker	F	28	Sing.	5	B. A.	Educ.	260	5	W 50% N 50%	60%
Charlotte Robinson	F	41	Mar.	5	B.S.	El.Ed.	930			
Richard P. Thackham	M	45	Mar.	K-12	B.S.	Ed.-Eng.	410	1	W 95% N 5%	5%
Sr. Trimbur	F	49	Sing.	4	B.S.	Elem.	330	5	W 100%	12%
Holland L. Werner	M	45	Mar.	4	A.B.	Soc.St.	40	5	W 99% N 1%	.05%
Donald E. White	M	29	Sing.	4-6	B.S. M.S.	Sec.Ed. El.Ed.	350	3	W 3% N 97%	80%
Ethel M. Williams	F	37	Mar.	3	B.S.	El.	219	5	W 90% N 10%	--
Thelma L. Winston	F	27	Sing.	3	B.S.	El.Ed.	395	3	N 100%	
Mary-Louisa B. Yoder	F	40	Sing.	2	B.A.	Ed.	625	5	W 90% N 10%	11%

EXPLANATION: Community Size

1. City of 250,000 or more.
2. Suburb of above city.
3. City of 50,000 - 250,000.
4. Suburb of above city.
5. City or town of 2,500 - 50,000
6. Suburb of above city or town.
7. City or town of less than 2,500; or in a rural area.

E-1 Technical report form used by staff and participants

TECHNICAL REPORT FORM

The Office of Education asks that each institute participant be given the opportunity to evaluate his experiences in the program. The following series of subjects are intended as guides and you may elect to respond to only a portion of them. You may also address yourself to issues and matters not present in the list. Please read the list before you begin writing. You may find you would like to combine some of the subjects.

We would appreciate a candid, reasoned critique of the program which indicates your feelings concerning both its strengths and weaknesses. DO NOT SIGN YOUR NAME TO THE BOOKLET YOU USE FOR THIS EVALUATION. If you want some of your criticisms and suggestions known by me please write a letter.

1. Preinstitute preparation--problems and solutions (i.e., publicity, selection criteria and methods).
2. Orientation of participants.
3. Physical facilities.
4. Participant communication with director and staff during institute--methods used and your appraisal of their effectiveness.
5. Full-time vs. part-time staff.
6. Regular faculty of this institution vs. visiting faculty (including staff for 2 weeks or more).
7. All other (part-time) lecturers or consultants - number and effectiveness of their contributions.
8. Unique features of the institute.
9. Use of "new materials," i.e., films, videotapes, programmed instruction, transparency sets, television, telelectures, curriculum center materials, language or other laboratories, data retrieval and processing, etc.
10. What was the most significant thing that happened to you during the institute?
11. What will you do differently as a result of the institute when you return to school?
12. Major strengths of the institute.
13. Major weaknesses.
14. Major problems you encountered and an assessment of the solutions.

15. What is your evaluation of each of the following aspects of the institute?

(a) Objectives (purposes? goals?)

(b) Optimum number of grade levels included

(c) Beginning dates - too early or too late for some applicants?

(d) Optimum number of weeks

(e) Participants

1. Optimum number of participants
2. One vs. more than one from each school

(f) Distribution of time (viz., in the classroom vs. free time)

(g) Emphasis on substantive content vs. teaching skills

(h) Ratio of staff to participants

E-2 Technical report prepared by Mr. Robert Clark, visiting lecturer

TECHNICAL REPORT AND EVALUATION

NDEA Institute in Oral Language Programs
in the Elementary School

Submitted by:

Robert J. Clark, Jr., Visiting Lecturer and Resource Person

I served as a guest lecturer and resource person during the two weeks of July 20 through August 3, 1968.

During this period of time I attended classes with the participants, spent hours with them socially, discussed term projects on an individual basis, and conducted four three-hour seminar presentations.

The areas covered in my lectures are included in the mimeographed outlines provided to the director and the participants. In general, these presentations were of a practical nature, intended to help these teachers to implement some of the theory which they were studying this summer. Since I had participated in the 1966 Oral Language Institute, many of these practical applications were a result of my experience here. This fact seemed to appeal to the present group of teachers.

I have attempted to incorporate my observations into the format suggested by the director. At times, nowever, I may stray from the area under discussion to make a comment which I feel is, in some way, related to the issue at hand.

1. Pre-institute preparation - problems and solutions.

I feel that the pre-institute preparation was superior. The material provided to both staff members and participants was well structured and complete. It is my firm belief that the large number of applications is a direct result of the manner in which information was circulated prior to the beginning of the institute.

The director is to be commended for the promptness with which he replied to individual queries of the participants; his general correspondence, as well as his personal letters, were informative. Preliminary instructions, recommended preparatory readings, clothing housing, etc. - every single aspect was covered in such a thorough manner that the staff member and the participant could only feel confident that the entire institute was so well structured that it would be from beginning to end an enriching experience.

2. Orientation of participants.

Although I was not here for the orientation program, my discussion with the participants indicates that the two-day session was successful. This is an improvement over the 1966 institute; obviously the participants this year felt that they had sufficient time and opportunity to become acclimated to the university, the institute program, and the staff members.

3. Physical facilities.

In general, I feel the facilities were adequate. It is pointless to attempt to accomplish anything in a classroom that is not air-conditioned during the summer months. The reaction of the group to the videotape seminars was much more lively when the weather was cooler, and the participants were not physically discomforted by the high temperature and humidity.

Since we are dealing with creative dramatics as a part of the classroom activity, I would prefer seeing c-d demonstrations take place in a classroom surrounding, as opposed to a little theatre. I believe the participants would be more able to appreciate this technique as a means of developing creative expression in the classroom if their initial experiences took place in an enviornment similar to that in which they themselves will present the material.

The participants did make some remarks about the facilities in Illini Hall, which they felt were less than adequate. Since the manner in which they registered their complaints was not one of individual suffering, but concern over the fact that the surroundings hindered the classroom presentations, I feel that some thought should be given to relocating this particular course next year.

The same sort of remarks were passed about the course offering in Lincoln Hall 304. Here the students were not only roasted by the high temperature, but the classroom furniture was rather uncomfortable. I must admit having some difficulty myself in remaining still during the course of a one-hour lecture.

4. Field trips, laboratory work, practice - effectiveness in terms of number and effectiveness.

The learning laboratory in Lincoln Hall is an excellent facility. Having observed many similar facilities in operation, I can attest to the fact that the electronic installation which the participants used is one of the better systems. The members of the institute seemed to enjoy the opportunity of working in the laboratory although it was discomforting to some to hear their own speech errors with some clarity.

The group seemed disappointed about not being able to make any field trips. I was particularly sorry to hear that arrangements could not be finalized for a trip to Evanston, Illinois. This was one of the highlights of the 1966 program, and certainly would have been of great interest to the 1968 participants.

5. Participant communication with director and staff during institute - methods used and your appraisal of their effectiveness.

Here, I believe, this second group has had a decided advantage over the 1966 participants. I was most impressed by the relationship which seemed to exist between the members of the staff and the participants this summer. In the corridors, on the street, in the cafeterias on campus, the participants did not seem to hesitate to express themselves to the staff members. The only exception to this free expression

seemed to come during seminars and teaching observations, when the discussion should have been quite active.

I honestly believe that the participants' failure to pursue issues during these three-hour periods was more a matter of peer-consciousness than of concern over the presence of the instructor, although one or two participants admitted to me that they were, in fact, reluctant to express opinions for fear of having their remarks reflected in their final grade. I do not, however, believe that this is typical of the group feeling.

Apparently the orientation, the initial presentation of the lecture materials, the assorted social gatherings, all of these things contributed to the line of communication which existed between the staff and the participants. I might say that I believe the vast majority of the director than the other staff members, but this was not because of any personality conflict. Since the "principal: reigns supreme at home, I believe most of these folks merely exhibited the sort of behavior with which they greet their own chief administrator.

I might suggest that the weekly luncheons be increased - and that the staff members also be encouraged to attend as a matter of course. It might be nice on mornings when group luncheons are not the order of the day to have a coffee hour, in an area conducive to informal discussion. This can do wonders to relieve tension and strengthen esprit de corps.

6. Full-time vs. part-time staff.

I cannot see how one type of staffing must "compete" with the other. One must take into account the fact that this program runs a full eight weeks. In order to provide unity and organization, it is necessary to have full-time staff members. These people also act as a stabilizing influence for the participants, a "security blanket" so to speak. The staff members who are full-time personnel are quite conscious of the problems of the participants, and the program itself. They are a necessity in an institute which runs for almost two months.

On the other hand, periodically a new face, a fresh approach, is a welcome addition to the program. A part-time lecturer brings some diversity to the program, and his or her appearance prevents the program from becoming weighted down by monotony. After four or five weeks, I know from my own personal experience that the participants begin to tire of each other! Variety, in the form of guest lecturers or variations in the basic course structure, keeps the participants performing at a higher rate of productivity.

7. Regular faculty of this institution vs. visiting faculty (including staff for 2 weeks or more).

I believe the staff members for the institute should be selected because of their value to the program and what they are able to contribute to the institute. Whether or not a potential instructor is a full-time professor at the University of Illinois or not should be immaterial.

If the University boasts sufficient qualified people, in the director's opinion, who can carry out the objectives of the institute, than there is no reason to seek staff from other institutions. It would seem more realistic to assume that the director would select his staff not on the basis of location, but upon experience and their ability to contribute in large measure to the institute program.

It might well be argued that visiting lecturers, like visiting participants, might generally perform better - since they are in a new and exciting enviornment, but this is a matter of conjecture. The staff members should be able to fulfill the objectives of the institute - regardless of their academic affiliation.

8. All other (part-time) lecturers or consultants - number and effectiveness of their contributions.

From what I can gather from the group, they were impressed by the presentation made by Mrs. Meyerson. I am surprised that more students have not called on her for individual counseling, but I would be more willing to attribute this to the weight of the daily schedule than to the lack of initiative on the part of the participants.

Certainly, Mr. Laesch, in his role as lab coordinator has contributed greatly to the success of this program. I know for a fact that the students have had no difficulty in talking with him and seeking his advice. This, then, is one of the strong points of the institute program.

As I indicated before, I believe that variation in a program of this length will contribute directly to the amount of success to be derived from the institute. Certainly, the director must use good judgment in his selection of visiting lecturers - both in terms of number and qualifications. The institute would assume the aura of a three-ring circus if visiting personnel constantly were coming in and out; the part-time staff should complement the program being carried out by the full-time personnel.

9. Unique features of the institute.

I believe there were several unique features of this institute which contributed to its success. (a) Its location - on a university campus that is intellectually alive, amid many other institutes. (b) The proximity of the national headquarters of the National Council of Teachers of English is a tremendous asset for a program in oral language. (c) The superior library facilities - featuring both resource material, classroom and curriculum materials, as well as audio-visual aids. (d) The extensive use of the newer media throughout the program have certainly set the institute apart from other programs in terms of not only providing for observation of techniques, but in personal evaluation.

10. Use of "new materials," i.e., films, videotapes, programmed instruction, transparency sets, television, telelectures, curriculum center materials, language or other laboratories, data retrieval and processing, etc.

I was most impressed by the extensive use of instructional media throughout the institute. Frequently, it is tempting for staff members of a program such as this to overdo their use of the newer media. In order to "glamorize" their presentations, all manner of visual-aids are incorporated into the daily lessons, whether or not they serve any real purpose. It is pleasing, therefore, to see educational media used intelligently to complement a learning situation.

As I have indicated earlier, I feel that the learning laboratory facility is outstanding, and has been used to its fullest potentials.

In comparison with the type of teaching demonstration carried out in the institute program of 1966, I am most impressed by the use of video-tape. I feel that this is a superior method of presenting a teaching situation which is to be evaluated by the participants. My suggestions, to improve this aspect of the program, would be:

a. Edit the portions to be shown a little more. There is no need for a repetitive action to be displayed on the air more than once.

b. Have the video demonstrations run no more than thirty minutes. With so much happening in the demonstration lesson, it is difficult to keep track of all activity if the program lasts more than a half-hour.

c. Limit the evaluation to a total of two hours - half-hour viewing, half-hour discussion during each hour. I think a good deal more discussion would occur if the participants were not so fatigued.

d. Needless to say, it would be easier to concentrate and think creatively if it weren't overly warm. An air conditioned room would be an asset to this part of the program.

e. Try to provide for studio communication so that portions of the tape might be replayed for the participants. This would aid greatly in reinforcing portions of the lesson during the course of the discussion.

Motion pictures, professionally prepared television programs, audio tapes, slides, etc. were a part of the institute program in that they were used sensibly to aid in the presentation of lesson material. The participants, in the development of their term projects, were encouraged to incorporate the newer media into their curriculum work.

It might be wise to consider the possibility of using more programmed materials in future institutes. I would be anxious to see how the participants reacted to having an opportunity to secure information on an individual basis, using the latest type of educational media. I

believe this would create a feeling of more "freedom" for the participant, while the same amount of material could be covered through programmed instruction as opposed to classroom lecture.

11. What do enrollees say was the most significant thing that happened to them during the institute? What do you think?

The general concern of the participants has been the amount of time and effort they had to put into the institute. I do not believe one should regard this as a negative evaluation; as a former participant I feel that this type of an organized daily program provides the "mental prodding" necessary for the ultimate achievement of each of the participants. While I feel that some aspects of the daily program might be rearranged, I think it is good for the enrollees to feel totally immersed in the program of the institute.

12. What do enrollees say they will do differently as a result of the institute when they return to their schools?

The vast majority of the participants plan to use the materials and/or approaches being developed in their term projects to better meet the needs of their students. I have had an opportunity to talk with many of these folks about their projects and the sorts of things they hope to accomplish. It seems obvious to me that each of these teachers hopes to be better able to deal with the development of oral language skills in his classroom after this summer experience. To the participants, the most immediate manifestation of this new knowledge is the term project.

What the participants fail to realize, and though I have touched upon this frequently in my lectures I know they do not believe it, is the fact that once they do return home and begin to work in their familiar surroundings, a great deal of the course work and the experiences of this institute will fall into proper prospective. This mere project alone will not be the only benefit derived from the summer of 1968. But, for the moment, it is the only concrete or result or methodology which they can honestly appreciate.

13. What arrangements for a follow-up study would you suggest?

Since there are no monies to finance a thorough evaluation of this program in terms of its application throughout the country, then I would suggest that the members of the staff draw up some sort of a checklist of items which can be forwarded to the participants during the school year.

I would suggest that the questions deal with the sorts of benefits which the participant derived from the institute experience, the differences the institute made in his teaching, and so forth. The questions themselves should be able to be answered with a check or a few words - since I honestly doubt that the participants will respond at all to a lengthy questionnaire during a busy school year. Furthermore, I would enclose a self-addressed stamped envelope to expedite the return of the survey sheet.

Naturally, provision should be made for the teacher to express himself at length, if he so desires. Perhaps the director might even call some of these folks after an examination of the survey sheets.

How frequently these sheets (or a form similar to this) should be sent should be left to the discression of the director, who would probably gain greater insight into the value of this approach after viewing the results of the first such effort. I would imagine, however, that two or three times during the school year would be an absolute maximum. We might also expect that with each survey we would experience a diminishing return.

14. Major strengths of the institute.

a. The course of study - which is well organized, and surprisingly inclusive. The general program shows that much thought and planning have gone into the institute, and the course of study reflects this forethought.

b. Staff - I believe that this institute boasts an unusually distinguished staff. Each of the faculty members whom I have observed has demonstrated not only a deep knowledge of his particular area of concern, but a keen insight into the personalities of the participants. The presentations were, therefore, informative and well structured.

c. The language laboratory facility - I believe that this is indeed an asset to the oral language institute, insofar as it provides the participant with a unique opportunity to measure with uncommon clarity the oral skills of a single individual - himself.

d. Participants - which I believe are a more qualified group than the 1966 enrollees. I was impressed by the types of programs these people hoped to initiate in their own schools, and the depth of knowledge which they demonstrated in their informal discussions.

15. Major weaknesses.

a. Creative dramatics - Insufficient time was devoted to the study and analysis of creative drama. As opposed to 1966 where excessive time was spent in the study of this teaching technique, in this institute we have gone to the opposite extreme. The participants were enjoying their lessons in c-d and were responding very well to the instructor. I might suggest that the course offering be expanded for next year.

b. Classroom time - I feel that there are still too many hours being spent in a classroom situation. As I indicated before, I would suggest the programming of certain material so that the participants could enjoy a sense of freedom during the day and make use of individual teaching devices to cover certain areas. I feel the seminar, although a much-improved session as compared to the 1966 evening gatherings, should be far less structured. Would it not be possible to hold the seminars in an air-conditioned area where the participants could sit in

more comfortable chairs, drink coffee, and participate in group discussions? This would fulfill the need for a structured opportunity for the sharing of approaches among the participants.

c. Demonstration teaching - while I am sure that all the participants would not wish to become involved in the preparation of the televised lessons, it might be interesting to allow those interested participants an opportunity next year to work with the demonstration classes. I feel that the approach used this year, making fullest use of the institute staff, provides for a more structured program and a more valuable experience for the students. However, I feel the presentations might have a greater meaning for the participants if one or two of their group were permitted to present a lesson to the boys and girls.

16. Major problems you encountered and an assessment of the solutions.

In the two weeks I have had the pleasure of being here, I encountered no "major" problems. The quality of the pre-institute planning, and the efforts of the staff members to keep a close watch on the program virtually eliminated all major problems. Minor problems, of an inconsequential nature, were dealt with immediately. A great deal of the credit for this absence of difficulties goes to the director of the institute.

17. What is your evaluation of each of the following aspects of the institute and what would you change if you were to direct an institute?

(a) Objectives (purpose? goals?)

Clearly stated and restated for the benefit of the staff members and the participants. I feel that the objectives were not only worthwhile, but realistic. Much has yet to be done in the area of oral language, and I feel this particular institute was structured to fulfill some of these needs.

(b) Optimum number of grade levels included

I believe that the institute this year has been improved by the reduction of the number of grade levels included in the program. The participants have more in common, the staff members can deal with more specifics, and the demonstration teaching assumes an atmosphere more like that of the average classroom.

In reviewing the objectives of the institute, limiting the institute to teachers of grades three through six was an improvement over the first institute.

(c) Beginning dates - too early or too late for some applicants.

The dates would certainly appear to be most satisfactory. Most of our nation's schools have been dismissed for the summer by the third week in June. It would seem to me that this particular date is the best; naturally, with a group of forty-six people, any date is

going to create inconvenience for someone.

(d) Optimum number of weeks.

While the vast majority of summer institutes run for six weeks, I believe an eight week program has greater merit. I feel that the added two weeks allow the participant to pursue the subject matter to a greater degree; furthermore, since a term project is a requirement of the program, eight weeks would seem to be a more realistic amount of time in which to prepare and refine a project - and still allow the staff an opportunity to examine it and make their value judgment.

(e) Participants.

(1) Optimum number - certainly no more than fifty. I feel that it is important for the participants to gain as much from each other as they possibly can. A large group would foster the formation of many, many subgroups. Fifty, therefore, would be the maximum number of participants - to provide the widest variety possible, and still not become cumbersome.

(2) One vs. more than one from each school - I think it would be interesting to see how much would be accomplished with an institute composed of "teams" or "duos" from schools. I believe that this approach would be beneficial in the application of the ideas and ideals of the institute during the coming school year. Frequently a team of teachers can make a greater impression on colleagues and administrators than one lone individual.

(f) Distribution of time (viz., in the classroom vs. free time)

I have touched on this point already in my evaluation. To restate my viewpoint briefly, I feel that it would be better to have less classroom-structured sessions, and greater opportunities for the participants to (1) do independent study (2) assemble in informal seminars (3) pursue areas of their own concern.

(g) Emphasis on substantive content vs. teaching skills.

Here, I believe, is an area where the participants feel some dissatisfaction. I would appear to me that more could be done to encourage or demonstrate particular teaching techniques. I believe part of this is provided in the television demonstrations; certainly a part of it was covered in the seminars. But more of this type of "practical" application of theory and ideas should be brought to the students during the methods course.

I do not believe that the basic program of the institute will suffer because of it. Nor do I feel that it is necessary for the program of the institute to read like a cookbook. I do feel, nowever, that it would be beneficial to the participants to constantly keep reminding them of how these ideas will actually take form in their classrooms.

(h) Ratio of staff to participants.

Excellent. My only suggestion might be that a "staff office" be set up next year, with each member of the faculty having certin hours when the participants know they can come and talk to that person. But in terms of numbers, I feel that there are certainly enough staff members to provide the attention needed by each of the participants.

19. Additional comments.

I am most impressed by what I have seen and heard. The 1968 Oral Language Institute staff is to be commended for an outstanding job. The participants, too, should receive no small amount of praise for their sincere pursuit of knowledge.

What has impressed me most is that this institute is not a rerun of 1966. The director and the staff members of the first oral language institute obviously evaluated that initial eight weeks very carefully. Indeed changes have been made in the structure of the program which have improved the institute. It seems as if every single aspect of the institute, from the early publicity, to the selection of participants, to the selection of staff and the formulation of the eight week program was carefully, painstakingly arranged in light of that first experience.

Newe media were employed during this program, not to "glamorize" the course offerings, but to make the learning more effective. The participants were provided with social activities, which gave them a chance to know one another and their instructors even better. I am confident that the group attending this program in 1969 will experience an even more rewarding eight weeks, since evaluation of this year's program has already begun.

E-3 Final examination

Final Examination and Evaluation Form

NDEA Institute in Oral Language
University of Illinois
Summer, 1968

As promised during our first two days, the institute director and staff will want to communicate with you during the school year. Additionally, the Office of Education requests that we obtain accurate mailing lists of institute participants and their superiors for purposes of conducting follow-up studies of the program. Would you therefore give us addresses for yourself and your immediate superior. If these change after September 15, we would appreciate knowing it.

Name: _____ Superior's Name: _____

School Address: _____ Address: _____

_____ _____

_____ _____

School Phone: AC _____

Residence Address: _____

_____

_____

Residence Phone: AC _____

Final Examination

I. After viewing the tapes you are asked to describe as specifically and precisely as you are able differences in the language and speech behavior of the children between the two segments. Such description may be made without reference to the direction or desirability of the differences although such references will also be acceptable.

II. Since the two sets of tapes are not exactly parallel and all the differences in speech behavior you have seen during the summer may not be present, will you describe changes in language and speech behavior you have observed and can support with specific reference to individual children or to the type of data you are employing in making a judgement of difference.

ONE HOUR TIME LIMIT

E-4 Summary evaluation forms

NDEA Summer Institute, 1968
Summary Sheet on Participants

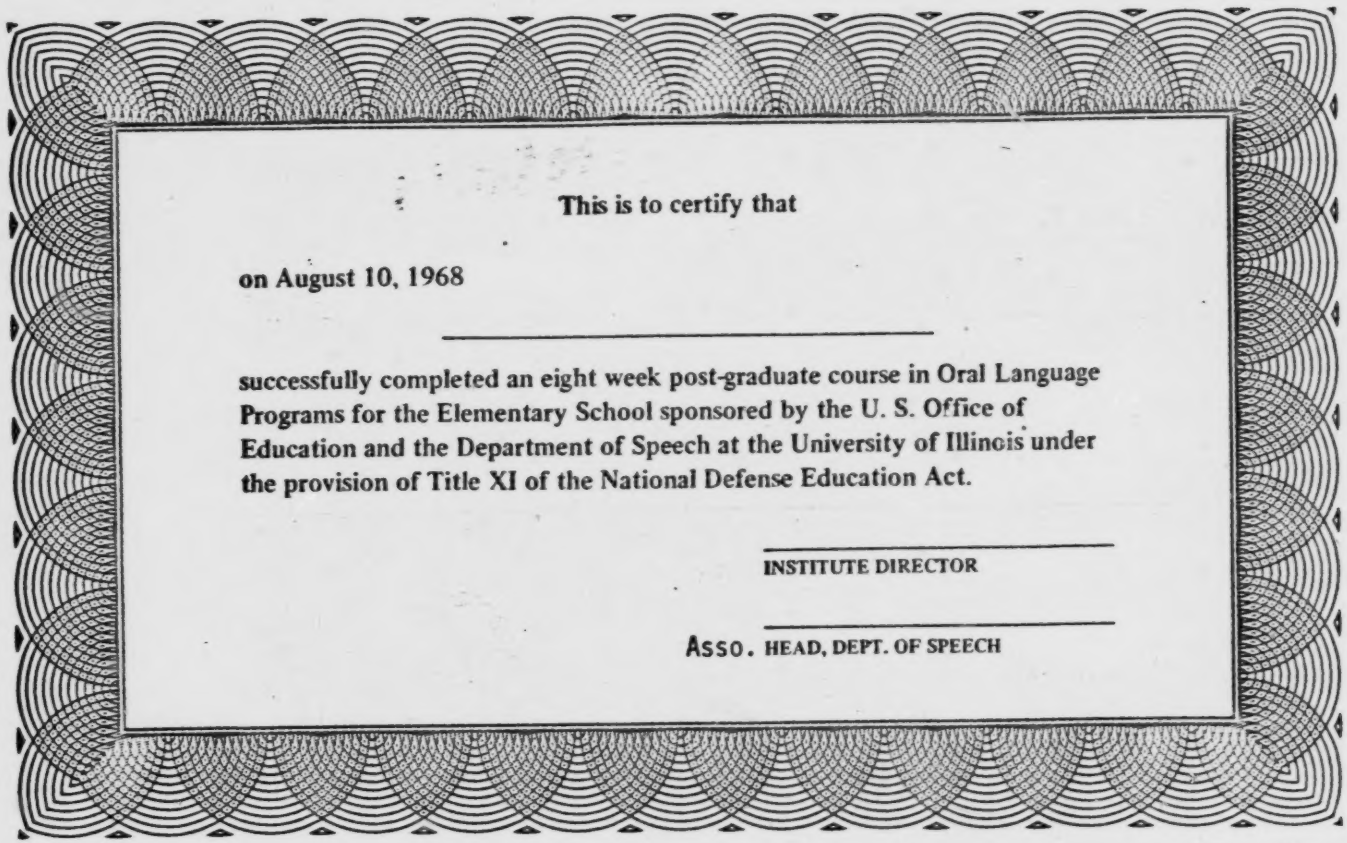
Name	Methods	Psychology of Speech	Speech Improvement	Teaching Demonstrations	Anatomy and Physiology	Term Project	Final Examination	Remarks
aca, Evangeline								
arringer, Jo T.								
Brady, Sister Mary Brenda								
Brennan, John E.								
Brill, Nicholas								
urnett, Doris A.								
urris, Aileen E.								
Burry, Gladys								
Chesney, Marian								
luff, Manola J.								
oleman, Hazel M.								
vans, Jolene								

Name	Methods	Psychology of Speech	Speech Improvement	Teaching Demonstrations	Anatomy and Physiology	Term Project	Final Examination	Remarks
Everett, Dorothy								
Fischer, Sister Anita C.								
Fitzgerald, Sister Anne								
Fraibus, Sister Alexandra								
Fray, Ruth								
Hensel, Charles								
Hunckler, Emil								
Jackson, Christine								
Kendraszek, Sister M. Joseph								
Kennison, Mary G.								
Johnson, Bobbie								
Jones, Norman								

Name	Methods	Psychology of Speech	Speech Improvement	Teaching Demonstrations	Anatomy and Physiology	Term Project	Final Examination	Remarks
.lbreth, Eileen								
.nkade, Charlotte								
nudtson, George Jr.								
cDonough, Ruth								
:Nerney, Sister Theresa								
eal, Martha								
'Hanlon, Sister Patricia								
)lcott, L. Doan								
Poole, Claudia								
owley, Carl								
eel, Thomas								
eichbach, Edward								

Name	Methods	Psychology of Speech	Speech Improvement	Teaching Demonstrations	Anatomy and Physiology	Term Project	Final Examination	Remarks
Rice, Peggy								
Ricker, Sister Mary F.								
Sharp, August								
Sparks, Emma								
Stewart, Violet								
Werner, Holland								
White, Donald								
Williams, Ethel								
Williams, Maurice								
Yoder, Mary-Louisa								

E-5 Participant certificates



This is to certify that

on August 10, 1968

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successfully completed an eight week post-graduate course in Oral Language Programs for the Elementary School sponsored by the U. S. Office of Education and the Department of Speech at the University of Illinois under the provision of Title XI of the National Defense Education Act.

_____
INSTITUTE DIRECTOR

_____
ASSO. HEAD, DEPT. OF SPEECH

E-6

FALL 1968 ADDRESSES OF PARTICIPANTS
IN NDEA INSTITUTE IN ORAL LANGUAGE
HELD AT THE UNIVERSITY OF ILLINOIS
SUMMER, 1968

Name	School Address and Phone Number	Home Address and Phone Number
Evangeline Baca	Eloy Central School Eloy, Arizona 85231 (602) 466-7307	301 North Sunshine Apartment 10 Eloy, Arizona 85231 (602) 466-7523
o Barringer (Mrs.)	F. E. Marsh Coss Street Joliet, Illinois 60431	613 North Raynar Apartment 3 Joliet, Illinois 60435 (815) 727-3085
Sister Mary Brenda Brady	St. Mary School 1035 West High Street Springfield, Ohio 45506 (513) 352-8781	St. Mary Convent 1035 West High Street Springfield, Ohio 45506 (513) 352-7552
ohn F. Brennan	12592 California Yucaipa, California 92399	c/o 4652 Saratoga San Diego, California 92107 (714) 223-6755
Nicholas P. Brill	Atlanta Public School Atlanta, Illinois 61723	209 Florence Bloomington, Illinois 61701 (309) 828-6972
Doris Burnett	Project Speak 902 Illinois East St. Louis, Illinois 62201 (618) 875-8800	2510 Ridge Avenue East St. Louis, Illinois 62201 (618) 274-0042
ileen Burris (Mrs.)	Bunker Hill Elementary School 6620 Old Shelbyville Road Indianapolis, Indiana 46227 (317) 784-5361	4532 Northeastern Avenue Wanamaker, Indiana 46239 (317) 862-2302
Gladys B. Burry (Mrs.)	1499 West Main Decatur, Illinois 62521	3924 North Warren Decatur, Illinois 62521 (217) 877-6475
Marian Chesney (Mrs.)	Chadwick School Chadwick, Illinois 61014	Chadwick, Illinois 61014 (815) 684-2562
Manola Cluff (Mrs.)	Southside Elementary School Lamoile Road Elko, Nevada 89801	581 Eleventh Street Elko, Nevada 89801
Hazel M. Coleman (Mrs.)	757 Phillips Street Helena, Arkansas 72342 (501) 444-7473	517 Jean Street Helena, Arkansas 72342 (501) 444-2753

lene Evans (Mrs.)	Lincoln School 15th Street and Center Chicago Heights, Illinois 60411	8 West 26th Street South Chicago Heights, Illinois 60411 (312) 755-8040
orothy F. Everett (Mrs.)	Dabney Elementary School 911 Washington Street Leesburg, Florida 32748 (904) 787-3124	832 East Pine Street Leesburg, Florida 32748 (904) 787-1088
ster Anita Fischer	Holy Ghost 100 West Division Wood Dale, Illinois 60191 (312) 766-4508	251 Wood Dale Road Wood Dale, Illinois 60191 (312) 766-1045
ister Anne Fitzgerald	Saint Joseph School 903 Seventh Street Saginaw, Michigan 48601 (517) 752-5470	Saint Joseph Convent 903 North Seventh Street Saginaw, Michigan 48601 (517) 752-5470
ister Alexandra Graibus	17150 - 88 Avenue St. Michael School Coopersville, Michigan 49404 (616) 837-6346	17150 - 88 Avenue Coopersville, Michigan 49404 (616) 837-6251
uth B. Gray (Mrs.)	Stone Street School Stone Street Greenwood, Mississippi 38930 (601) 453-2654	314 Noel Street Greenwood, Mississippi 38930 (601) 453-7047
arles O. Hensel	U. S. Grant School 550 West Olive Street Colton, California 92324 (714) 825-4900	870 Valley View Drive San Bernardine, California 92410 (714) 884-9756
Emil Hunckler	Carl Sandburg School Lilac Lane Joliet, Illinois 60435	1310 Mayfield Avenue Joliet, Illinois 60435 (815) 725-7656
Christine F. Jackson (Mrs.)	Delhi, Louisiana	2620 Ken Karl Avenue Vicksburg, Mississippi 39180 (601) 636-8079
ister Pauline Jendraszak	St. Peter and Paul School Naperville, Illinois 60540	St. Peter and Paul Convent 5 North Brainard Street Naperville, Illinois 60540
ary Jennison (Mrs.)	Yarbro Elementary School 7th and Jefferson Lovington, New Mexico 88260	1101 West Polk Lovington, New Mexico 88260 (505) 396-4410
obbie H. Johnson (Mrs.)	Carver School 8th and Apperson Street Little Rock, Arkansas 72206	9 Chicago Street Little Rock, Arkansas 72206 (501) 375-8972

orman D. Jones	South Thibodaux Elementary Sch. P. O. Box 778 Thibodaux, Louisiana 70301 (504) 446-6293	1242 Bourbon Street Thibodaux, Louisiana 70301 (504) 446-1848
Eileen B. Kilbreth (Mrs.)	Lace School 8 South 350 Cass Avenue Westmont, Illinois 60559	219 East Fuller Hinsdale, Illinois 60521 (312) 325-1612
Charlotte A. Kinkade (Mrs.)	1605 East Oakland Bloomington, Illinois 61701 (309) 829-3116	1106 East Washington Bloomington, Illinois 61701 (309) 828-6498
eorge Knudtson	Franksville School 10127 Highway "K" Franksville, Wisconsin 53126 (414) 633-3184	2521 Olive Street Racine, Wisconsin 53403 (414) 632-4288
uth A. McDonough (Mrs.)	2400 Slater Colorado Springs, Colorado 80906	128 Fordham Security, Colorado 80911
Sister Theresa M. McNerney	3815 West Iowa Our Lady of Angels School Chicago, Illinois 60600	3815 West Iowa Our Lady of Angels School Chicago, Illinois 60600
artha Neal (Mrs.)	Lab School Eastern Illinois University Charleston, Illinois 61920 (217) 581-3763	2721 Western Mattoon, Illinois 61938 (217) 235-5166
ister Patricia O'Hanlon, H.M.	935 East State Street Salem, Ohio 44460	935 East State Street Salem, Ohio 44460 (216) 332-1963
L. Dean Olcott	32000 Chagrin Boulevard Cleveland, Ohio 44124 (216) 831-8600	3920 Ellendale Road Chagrin Falls, Ohio 44022 (216) 247-4367
Claudia Poole (Mrs.)	Cloverdale Junior High School Montgomery, Alabama	854 Oak Street Montgomery, Alabama 36108 (205) 263-5887
arl E. Powley	Trinity Lutheran School 613 Court Street St. Joseph, Michigan 49085 (616) 983-3056	1613 Lake View St. Joseph, Michigan 49085 (616) 983-3717
Thomas R. Reel	Mary A. Todd New York Street Aurora, Illinois 60506	772 North Elmwood Aurora, Illinois 60506

dward Reichbach	Vaughn Street Elementary 13330 Vaughn Street San Fernando, California 91340 (213) 894-7461	14890 Larkspur Street Sylmar, California 91342 (213) 367-8674
Peggy J. Rice	Jax. Bch. Elementary Jr. High 315 10th Street South Jacksonville Beach, Florida 32250 (904) 279-4989	309 9th Street South Jacksonville Beach, Florida 32250 (904) 246-2550
Sister Felicia Ricker	Saint Patrick School Bryan, Ohio 43506	Saint Patrick Convent Bryan, Ohio 43506
August B. Sharp	Park View School Victor Dist. Victorville, California 92392	10965 First Avenue Hesperia, California 92345 (714) 244-2596
Emma Sparks	15920 Barbata Road LaMirada, California 90638 (213) 868-0431 Ex. 250	12112 E. Orange Drive Whittier, California 90601 (213) 692-6027
Violet M. Stewart	Webster School Watertown, Wisconsin 53094	532 West Street Watertown, Wisconsin 53094 (414) 261-4957
Holland L. Werner	Cannonsburg Elementary School 4894 Sturgis Avenue Cannonsburg, Michigan 49317	9180 Courtland Drive N.E. Rockford, Michigan 49341 866-0944
Donald E. White	Cottingly County Primary School Dulverton Road Leeds, England	38 Hollin Lane Leeds 16, England
Ethel Williams (Mrs.)	Frazier School North Main Street Georgetown, Illinois 61846	301 West Huffman Street Georgetown, Illinois 61846 (217) 662-8802
Maurice A. Williams (Mrs.)	6871 6th Court South Birmingham, Alabama 35212	669 Exeter Avenue South Birmingham, Alabama 35212 (205) 592-4141
Mary-Louisa B. Yoder	Carmel Road Millville, New Jersey 08332	1000 Park Avenue Vineland, New Jersey 08360 (609) 692-5531

F-1 News release

FROM PUBLIC INFORMATION OFFICE
University of Illinois at Urbana-Champaign

Immediate Release
Mailed 5/31/68

Thirty Champaign-Urbana elementary school children are needed for 10 half-day teaching demonstration sessions this summer on the University of Illinois Urbana campus as part of the department of speech's oral language programs institute.

Institute director Prof. Robert Ince explained that the enrichment program has a three-fold purpose: to promote general language growth and development, to foster development of improved listening skills, and to encourage the creative uses of language.

"The lessons have been planned to be cohesive with curriculum materials in both local school systems," he said. "It will be relevant to the work they'll be doing next fall."

Ince hopes to have two groups of 15 each. One group will be composed of children who will be in the third and fourth grades next fall and the other group will have fifth and sixth graders. To enroll their child, parents should contact Ince by June 7 at 136 Lincoln Hall, 333-3617.

Both groups will meet June 11-14. The younger group will meet every afternoon for six consecutive Tuesdays beginning June 18. The older group will meet every Thursday afternoon through July 25, except the first week of July when it will meet July 3. Transportation will be provided by the institute staff. All sessions will be in 176 Education Building.

(MORE--Speech Institute)

Speech Institute----add 1

Ince emphasized that the demonstration sessions will not be a practice teaching setup and the lessons will not be experimental. Instruction will be provided by: Richard Adler, assistant executive secretary, National Council of Teachers of English; Kenneth Frandsen, University of Wisconsin professor of communications; Nick Bankson, director, State of Kansas Bureau of Speech Services; Roman Tymchyshyn, director, U. of I. Children's Theatre; and Ince.

All of the lessons will be videotaped to be shown to the institute participants later.

-mrg-

jh

F-2 Letter to parents

June 3, 1968

Thank you for your interest in the language arts program for elementary school children being conducted as a part of an NDEA Institute in Oral Language Programs for the Elementary School. The purpose of this note is to give you information about the program not contained in the news releases.

1. Children who will be third and fourth graders next fall will meet on the following dates and times:

   June 11 8:30 - 11:30 a.m.
   June 12 8:30 - 11:30 a.m.
   June 13 8:30 - 11:30 a.m.
   June 14 8:30 - 11:30 a.m.
   June 18 1:30 - 4:30 p.m.
   June 25 1:30 - 4:30 p.m.
   July 2 1:30 - 4:30 p.m.
   July 9 1:30 - 4:30 p.m.
   July 16 1:30 - 4:30 p.m.
   July 23 1:30 - 4:30 p.m.

2. Children who will be fifth and sixth graders next fall will meet on the following dates and times:

   June 11 1:30 - 4:30 p.m.
   June 12 1:30 - 4:30 p.m.
   June 13 1:30 - 4:30 p.m.
   June 14 1:30 - 4:30 p.m.
   June 20 1:30 - 4:30 p.m.
   June 27 1:30 - 4:30 p.m.
   July 3 1:30 - 4:30 p.m.
   July 11 1:30 - 4:30 p.m.
   July 18 1:30 - 4:30 p.m.
   July 25 - 1:30 - 4:30 p.m.

3. As indicated in the news release, transportation will be furnished from your home to 176 Education on the campus and return. We will work out the scheduled time for pick-up on June 8 and contact you

you either that day or on June 10 regarding the time your child should be ready. We will start the bus routes at approximately 7:45 a.m. for the morning sessions and 12:45 p.m. for the afternoon sessions.

4. You will be contacted either by phone or mail on June 10 whether or not your child is accepted in the program. Acceptance to the program is being given to the first 30 families who return the attached form.

5. Although parents will not be permitted to observe the demonstrations live, you are invited to observe video-tape recordings of them which will be shown each Tuesday and Thursday afternoon beginning June 20. The viewing place will be determined later and you will be notified.

If you have additional questions, feel free to call 333-3617.

Sincerely,

Robert L. Ince
Assistant Professor of Speech

RLI:jh
Enclosure

Return to:

Prof. Robert Ince
136 Lincoln Hall
University of Illinois
Urbana, Illinois 61801

Parent's Name:

Address:

Telephone:

Child's Name:

Age:

Grade level
next fall:

(If you have more than one child you may wish to enroll, provide information for each. Acceptance of one will not insure acceptance of other, but it is likely we will do so.)

F-3 Letter of acceptance

June 7, 1968

Dear Parent:

Your child has been accepted in the Oral Language Demonstration Program to be conducted by the Department of Speech on the University of Illinois campus this summer. Below is a list of the children who will be participating in the program. Preceding each name is a number which indicates the order in which your child will be picked up by a University car. Children in the third and fourth grade groups should watch for the University car between 7:45 and 8:15 a.m. during the first week. This group of children will be returned home by no later than 12:15 p.m. Pick up times for the afternoon period throughout the summer will be between 12:45 and 1:15 p.m. The cars and station wagons to be used should be easily identifiable since they will bear the state seal and the designation of the University of Illinois. Please don't keep the drivers waiting since some thirty children need to be picked up in a 45 minute period.

Sincerely,

Robert L. Ince
Director, NDEA Institute

RLI:jh

Children-Urbana

1. Shirish Netke
2. Shelly M. Rupnow
3. Arun Sharma
4. Frances Yen
5. Jerome Hollins
6. Thelma Hollins
7. John Steinkamp
8. Steven C. Tausig
9. Betty Yen

Children-Champaign

1. Mark Henry Pausch
2. Joanna Yeh
3. Peggy A. Pankau
4. Theresa M. Pankau
5. John P. Pankau
6. Lisa Yeh
7. John Eric Bateman

Date	Time of arrival on campus	Time of departure from campus
June 11	8:30 a.m.	11:30 a.m.
June 12	8:30 a.m.	11:30 a.m.
June 13	8:30 a.m.	11:30 a.m.
June 14	8:30 a.m.	11:30 a.m.
June 18	1:30 p.m.	4:30 p.m.
June 25	1:30 p.m.	4:30 p.m.
July 2	1:30 p.m.	4:30 p.m.
July 9	1:30 p.m.	4:30 p.m.
July 16	1:30 p.m.	4:30 p.m.
July 23	1:30 p.m.	4:30 p.m.

June 7, 1968

Dear Parent:

Your child has been accepted in the Oral Language Demonstration Program to be conducted by the Department of Speech on the University of Illinois campus this summer. Below is a list of the children who will be participating in the program. Preceding each name is a number which indicates the order in which your child will be picked up by a University car. Pick up times for the afternoon period throughout the summer will be between 12:45 and 1:15 p.m. The cars and station wagons to be used should be easily identifiable since they will bear the state seal and the designation of the University of Illinois. Please don't keep the drivers waiting since some thirty children need to be picked up in a 45 minute period.

Sincerely,

Robert L. Ince
Director, NDEA Institute

RLI:jh

Children-Urbana

1. Jyoti Singh
2. Madhu Sharma
3. Larry Precure
4. Marlene Smith
5. William Van Cleave
6. Robert Yen

Children-Champaign

1. Barbara Lynn Milazzo
2. Meredith Eggleton
3. Teresa Lawrence
4. Stephen Lawrence
5. Terry L. Johnson
6. Joseph M. Pankau
7. Joe Bannon

Date	Time of arrival on campus	Time of departure from campus
June 11	1:30 p.m.	4:30 p.m.
June 12	1:30 p.m.	4:30 p.m.
June 13	1:30 p.m.	4:30 p.m.
June 14	1:30 p.m.	4:30 p.m.
June 20	1:30 p.m.	4:30 p.m.
June 27	1:30 p.m.	4:30 p.m.
July 3	1:30 p.m.	4:30 p.m.
July 11	1:30 p.m.	4:30 p.m.
July 18	1:30 p.m.	4:30 p.m.
July 25	1:30 p.m.	4:30 p.m.

F-4 Letter of rejection

June 10, 1968

Dear Parent:

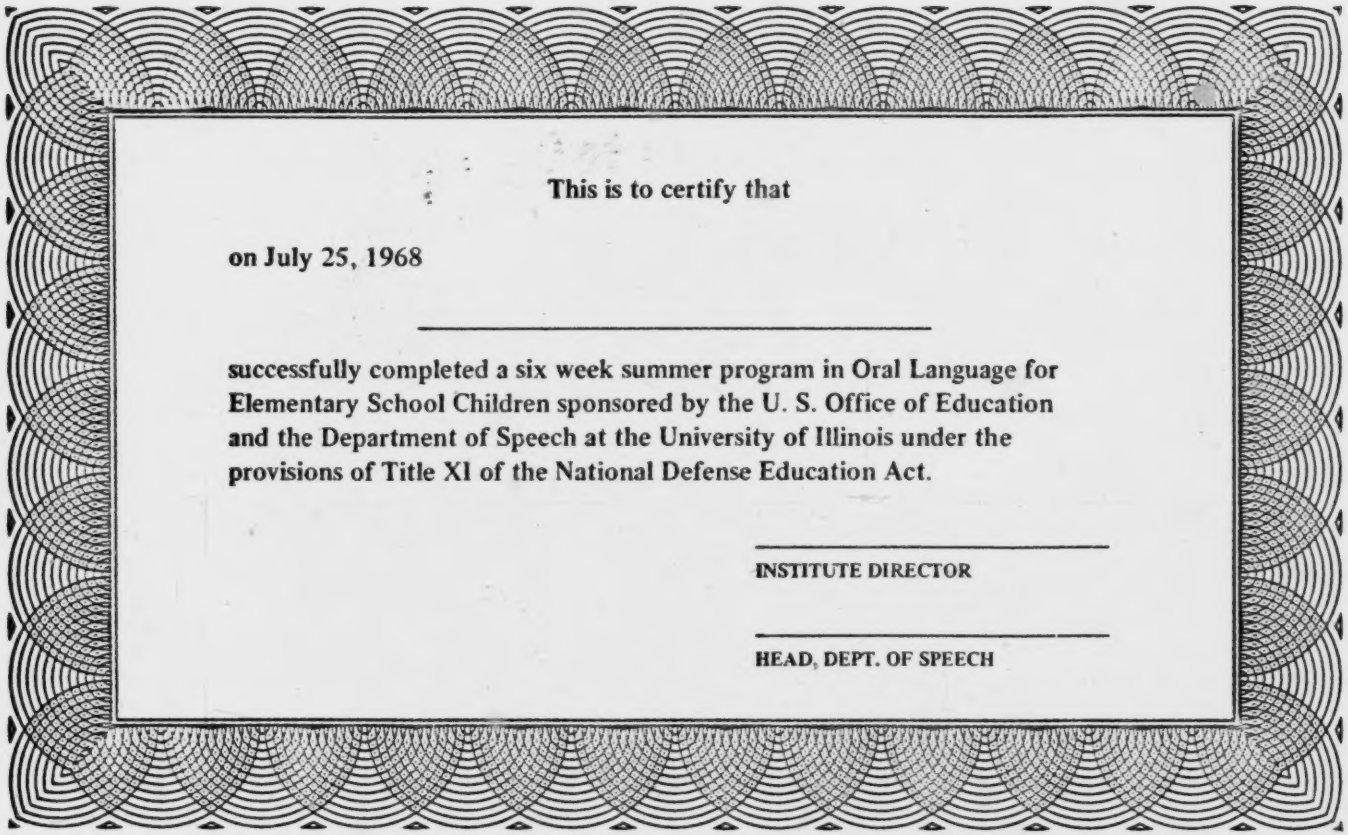
Because of the large number of applicants we received for the language arts program for elementary school children being conducted as a part of an NDEA Institute in Oral Language Programs for the Elementary School, we are unable to accomodate all of the children who applied. The selection was made on a first-come first-serve basis but we would like to thank you for your interest in the program.

Sincerely,

Robert L. Ince
Director, NDEA Institute

RLI:jh

F-5 Student certificates



This is to certify that

on July 25, 1968

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successfully completed a six week summer program in Oral Language for Elementary School Children sponsored by the U. S. Office of Education and the Department of Speech at the University of Illinois under the provisions of Title XI of the National Defense Education Act.

_____

INSTITUTE DIRECTOR

_____

HEAD, DEPT. OF SPEECH